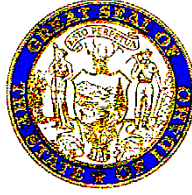


Idaho Reading Indicator

INSTRUCTIONAL SUPPORT GUIDE



Summer 2004



STATE OF IDAHO

OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE

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Dear Idaho Educators:

In 1999, Idaho embarked on an ambitious program aimed at improving the reading skills of our youngest readers. The Idaho Reading Initiative brought three main strategies – regular assessments, professional development, and extended year support for struggling readers – to bear on our goal of moving all K-3 students to grade-level reading proficiency.

When I talk to colleagues from other states about the IRI, I attribute our success to three factors: the dedicated work of Idaho's teaching professionals; the broad-based collaboration of support that included the Idaho Legislature, the State Department of Education, the higher education institutions, and teachers, administrators, and volunteers throughout the state; and the research-based, data-driven model used in Idaho. This instructional support guide describes the national-level research that forms the foundation of the Idaho Reading Initiative. It includes information about the items chosen for the Idaho Reading Indicator, as well as practical suggestions to help bring best practices to the classroom.

A special thanks must go to Idaho's teachers, whose enthusiasm for and commitment to the Idaho Reading Initiative is evident not just in improved reading scores, but in the wonderful anecdotes and letters that document a story of success. While our goal has been to improve reading achievement levels, the real benefits are the enhanced learning and enhanced life opportunities for Idaho's students.

Sincerely,

A handwritten signature in black ink that reads "Marilyn Howard". The signature is written in a cursive, flowing style.

Marilyn Howard
Superintendent of Public Instruction

Acknowledgements

The State Department of Education would like to thank all *Idaho Reading Indicator* committee members for contributing their time, knowledge, and suggestions. The committee assisted in determining cut scores in order for districts to establish proficiency levels during the pilot year of the *Idaho Reading Indicator*. Committee members also contributed ideas for instructional strategies included in this book.

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Idaho's Literacy Act: Every Child's Birthright

Overview

In March of 1999, the Idaho Legislature enacted Idaho's Child Literacy Act into law. Following are facts about the legislation:

Idaho Code 33-1614: Reading Assessment

- The assessment is called the Idaho Reading Indicator (IRI).
- The assessment is considered an indicator.
- Idaho Code 33-1616 requirements necessitate assessment of all students in grades K-3 with the Idaho Reading Indicator (IRI) in the fall and spring.
- Additional assessments may be needed to diagnose and determine appropriate intervention strategies.
- In kindergarten, reading readiness and phonological awareness are assessed.
- In grade 3, spelling is assessed.
- The 10-minute reading assessments in grades K-3 are not administered by the child's classroom teacher.
- Assessment results will be reported by school and by district to the Legislature, Governor's office, and State Board of Education.

Idaho Code 33-1615: Student Intervention

- The purpose of the intervention is to help K-3 students most in need of reading skill development.
- School districts must establish K-3 intervention programs for students below grade-level in reading.
- The extended reading intervention program must be a minimum of 40 hours of instruction.
- Intervention programs must be approved by local school boards and the State Board of Education.
- Districts must validate the effectiveness of their intervention programs.
- Parents may enroll their identified children in the intervention program on a volunteer basis.
- The State Department of Education has developed necessary guidelines and forms.
- Money will be allocated to the districts based on the number of students scoring a "1" on the fall IRI, plus an additional \$30 per student for transportation.

Idaho's Literacy Act: Every Child's Birthright

Overview

Idaho Code 33-1616: School Evaluations and Interventions

- Reports are submitted in order to determine the number of students who are achieving at or above grade level.
- Statewide reading goals have been established by the legislature.
- Schools not achieving mandated reading goals will be identified.
- An intervention program will be developed by the State Department of Education and initiated following the second year of reading goal shortfall.

Idaho Code 33-1207A: Teacher Training and Inservice

- All certified public school K-8 teachers (currently employed in an Idaho School District and involved in reading instruction), and administrators who supervise teachers of reading, are required to pass a State Department of Education-approved three-credit course titled "Idaho Comprehensive Literacy Course (ICLC)" in order to recertify. Title I and Special Education teachers must also pass this course in order to recertify.
- Certified teachers not providing reading instruction (technology, physical education, music specialists). or administrators, including district superintendents, who are not immediate supervisors of teachers of reading, are exempt from the ICLC requirement.
- The course was developed by deans, professors, teachers, administrators, and staff within the Idaho State Department of Education and the State Board of Education.
- The course standards consist of having knowledge, strategies, and beliefs about language structures and literacy instruction that are based on current research and best practices in order to maximize learning.
- The practicing educator must understand, promote, and apply appropriate strategies and multiple assessments, as well as interventions to maximize student reading success.
- Candidates training to become teachers must pass an assessment that measures their understanding of language structure and literacy.
- This assessment will be an option to the three-credit class for re-certification purposes.
- Colleges, districts, and private vendors may offer the Idaho State Department-approved course.

Idaho Statutes

TITLE 33 EDUCATION CHAPTER 16 COURSES OF INSTRUCTION

33-1614. READING ASSESSMENT. The state department of education shall be responsible for administration of all assessment efforts, train assessment personnel and report results.

- (1) In continuing recognition of the critical importance of reading skills, and after an appropriate phase-in time as determined by the state board of education, all public school students in kindergarten and grades one (1), two (2) and three (3) shall have their reading skills assessed. For purposes of this assessment, the state board approved and research-based "Idaho Comprehensive Literacy Plan" shall be the reference document. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one (1), two (2) and three (3) shall test for fluency and accuracy of the student's reading. The assessment shall be by a single statewide test specified by the state board of education, and the state department of education shall ensure that testing shall take place not less than two (2) times per year in the relevant grades. Additional assessments may be administered for students in the lowest twenty-five percent (25%) of reading progress. The state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills. Results shall be maintained and compiled by the state department of education and shall be reported annually to the state board, legislature and governor and made available to the public in a consistent manner, by school and by district.
- (2) The scores of the tests and interventions recommended and implemented shall be maintained in the permanent record of each student.
- (3) The administration of the state K-3 assessments is to be done in the local school districts by individuals chosen by the district other than the regular classroom teacher. All those who administer the assessments shall be trained by the state department of education.
- (4) It is legislative intent that curricular materials utilized by school districts for kindergarten through grade three (3) shall align with the "Idaho Comprehensive Literacy Plan."

Questions & Answers

How did the Idaho Reading Indicator originate?

The Idaho Reading Indicator (IRI) is a result of Idaho Code 33-1614 (enacted Spring, 1999) which states that *"In continuing recognition of the critical importance of reading skills... all public school students in kindergarten and grades one (1), two (2) and three (3) shall have reading skills assessed... by a single statewide test..."*

What is the purpose of the IRI?

According to Idaho code 33-1614, *"The state K-3 assessment test results shall be reviewed... for the purpose of providing necessary interventions to sustain or improve the students' reading skills."* Thus, the IRI is intended to be used both to help establish local curricular standards as well as to provide direction for further assessment of students. **It is important to note that the IRI is not intended to be a complete diagnostic reading test; rather, the IRI should be used to determine which students in a classroom might have additional needs in the area of reading.** These students may then receive additional testing using other locally chosen instruments as per Idaho Code 33-1614's directive: *"Additional assessments may be administered for students in the lowest twenty-five percent (25%) of reading progress."*

What type of test is the IRI?

The IRI is a 10-minute indicator administered to an individual student by a trained test administrator. The intent is to identify students who may be at risk for reading failure. It is a test based on standards identified by the Idaho Comprehensive Literacy Plan.

What skills should the IRI assess?

According to Idaho Code 33-1614, *"For purposes of this assessment, the state board approved and research-based 'Idaho Comprehensive Literacy Plan' shall be the reference document. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one (1), two (2), and three (3) shall test for fluency and accuracy of the student's reading."* For further information on why certain skills are assessed, please refer to the supporting research included throughout this document.

The IRI is designed to measure grade level knowledge. Therefore, the fall IRI test measures first month grade level reading skills, the winter IRI test measures fifth month grade level reading skills, and the spring IRI test measures ninth month

Questions & Answers

grade level reading skills. This test was **not** designed to measure growth like a pre/post-test measure. (Example: Students are given a pre-test on fractions prior to instruction on fractions. Scores are recorded. The fraction unit is taught and the students are post-tested. Scores are recorded and compared to pre-test scores. Growth is noted).

Why is this test administered three times per year?

Fall testing provides schools, districts, and the SDE with information about the reading knowledge students bring to school prior to instruction. The fall administration also provides information regarding district funding needs for extended reading intervention for students scoring below grade level. Winter testing measures student progress mid-year and provides an opportunity for teachers to modify instruction to meet each student's needs. Spring testing offers another opportunity to monitor the ongoing progress of students experiencing difficulty in reading.

Idaho Code 33-1616 requires that each school in each school district meet certain reading achievement goals at each grade level, K-3. This evaluation mandate necessitates assessment of all students with the Idaho Reading Indicator (IRI) in the fall and spring. The law also requires the SDE to publish the names of schools (by grade level) that do not meet the reading goals (or that are not "deemed" as having met the goals).

Why are different skills tested on the fall, winter and spring tests?

According to Idaho Code 33-1614, assessments of students are based on grade level ability. Because children's abilities change throughout the course of the school year, the material that is appropriate for them to work on also changes. The IRI assesses the skills that each student is expected to know at the time of testing. The IRI was not designed to measure growth like a pre-/post-test measure.

How do schools report their IRI scores?

Scores are reported to the Department of Education via the website located at: <http://www.sde.state.id.us/IRI/>

What changes are being made for spring reporting of IRI results?

In order to adequately assess reading achievement goals required by Idaho Code 33-1616, schools report additional information for spring testing. Schools must

Questions & Answers

report those students who have fall and spring IRI scores and who have also been enrolled in the school for at least 90% of the instructional days between the mid-point of the fall and the midpoint of the spring IRI testing windows.

How do schools obtain test materials?

All required statewide testing materials, including the IRI and Woodcock Diagnostic Reading Battery (WDRB), must be ordered through the school district test coordinator.

Who can administer the Idaho Reading Indicator?

Individuals who administer the IRI must be adults who have a working knowledge of the classroom. These adults may include certified teachers, substitutes, classroom paraprofessionals, counselors, assistants, principals, building or district reading specialists, etc. Test administrators must be trained in the administration of the IRI by SDE personnel or by someone who has received training directly from the SDE. Teachers may not administer the IRI to their own students or to other students at their assigned grade level.

Why does the law exclude classroom teachers from testing their own students?

In an effort to protect instructional time and to not further burden the classroom teacher, funding was provided by the legislature for test administration as per Idaho Code 33-1614.

Is funding provided to pay for the administration of the IRI?

Yes, limited funding is provided. Districts will be reimbursed at the rate of \$2.00 per student for each IRI test administration in fall, winter, and spring, for grades K, 1, 2, and 3.

How will student scores be used?

Scores will be reported annually by building and district to the State Board of Education (SBOE), state legislature, and governor and will be made available to the public in a consistent manner. Scores will reflect state, district, and building numbers of students at grade level, near grade level, and below grade level on the IRI.

Questions & Answers

IRI scores are used to identify which students may require further assessment and may benefit from an extended reading intervention program (Idaho Code 33-1615).

The State Department of Education will provide technical assistance to those schools whose average reading scores for any grade level have not met the goals outlined by the legislature by the specified date.

How can teachers use IRI information to improve instruction?

IRI scores and information can be entered and organized through a tool called Teacher Summary Workbooks located at:

http://www.sde.state.id.us/IRI/IRI_NETWORK.htm . The workbooks will help teachers analyze scores, by class and by student, to identify areas of need.

Are Special Education and Limited English Proficient Students required to take the IRI?

Special Education students are required to be tested unless their Individual Education Program (IEP) specifies an alternate assessment be given.

All Limited English Proficient (LEP) students will be tested. LEP students participate in order to help establish their English reading literacy level.

Please refer to the Idaho Statewide Testing Program Test Coordinator's Guide for specific information on how to test and code special populations. This guide is available online at: <http://www.sde.state.id.us/instruct/counseling/>

A Spanish version of the IRI is also available. The Spanish IRI does not replace the English IRI. It was developed as a resource to support districts in gathering reading literacy information to be used locally. The Spanish IRI is NOT required and the scores are not reported to the SDE.

Why are the fall IRI results used to determine funding for extended reading intervention programs?

Establishing a base for intervention funding early in the school year allows districts flexibility in planning their extended reading intervention program. While funding is based on the number of students scoring a "1" on the fall IRI, those may not be the students actually receiving intervention services. Extended Reading Intervention services must be offered to all students scoring a "1" at the

Questions & Answers

time of intervention and to as many students scoring a "2" as possible according to funds available.

Please contact the reading coordinator at reading@sde.state.id.us for information about applying for extended reading intervention funds.

Will there be other assessments used to determine students' eligibility for extended reading intervention?

Districts have the responsibility to qualify which students will participate in the extended reading program. IRI scores, teacher recommendation, and parental permission should all be considered when placing students in intervention. Students scoring a "1" on the IRI at the time of intervention must be offered services.

Will the IRI or the WDRB be used to hold teachers accountable for student achievement in reading?

The IRI is designed to provide a grade-level snapshot of student reading achievement in grades K-3. As the name indicates this assessment is only a ten-minute indicator of student reading ability. The language of the law (Idaho Code 33-1614) states that there is a need for a common statewide assessment of students to determine those who need intervention and to measure the success of interventions. The law does not address teacher performance, however. IRI scores are to be reported by building and district.

WDRB data is used to determine Extended Reading Intervention program effectiveness. Scores are reported as building grade-level averages and are not tied to teacher performance.

What is role of The Waterford Institute in Idaho's reading assessment?

The Idaho State Department of Education developed the IRI, using Idaho Code, the Comprehensive Literacy Plan, best reading research, and input from Idaho educators. The law is specific about what to test and the research is clear on how to test for the identified grade level knowledge and skills as outlined in the law (Idaho Code 33-1614).

The Waterford Institute provided the Idaho State Department of Education with test items for the IRI, research assistance, graphic design support, and printed test materials. The IRI is copyrighted by The Waterford Institute.

Questions & Answers

Where can parents and other patrons get information about the IRI?

A wealth of IRI and other information is available at the Idaho Department of Education website located at: www.sde.state.id.us/dept and www.sde.state.id.us/IRI.

Skills Overview

KINDERGARTEN – THIRD GRADE

K Fall	K Winter	K Spring	1 st Fall	1 st Winter	1 st Spring	2 nd Fall	2 nd Winter	2 nd Spring	3 rd Fall	3 rd Winter	3 rd Spring
Write Your Name Skill-1											
Identify Uppercase Letters Skill-4	Identify Lowercase Letters Skill-5	Say Letters Skill-8	Write Letters Skill-3	Sound Out Words Skill-8	Sound Out Words Skill-11	Sound Out Words Skill-3	Sound Out Words Skill-6	Sound Out Words Skill-10 Read Sight Words Skill-7	Read Sight Words Skill-1	Read Sight Words Skill-4 Spelling Skill-7	Read Sight Words Skill-8 Spelling Skill-11
Detect Rhyme Skill-2	Generate Rhyme Skill-7	Produce Rhyme Skill-9	Produce Rhyme Skill-2	Blend Sounds Skill-6							
Detect Syllable Skill-3	Match First Sound Skill-6	Say First Sound Skill-10	Say First Sound Skill-5								
		Identify a Letter, a Word, and a Sentence Skill-11	Identify Words Skill-1								
		Read Word List Skill-12	Read a Sentence Skill-4	Read a Story Skill-7	Read a Story Skill-9	Read a Story Skill-1	Read a Story Skill-4	Read a Story Skill-8	Read a Story Skill-2	Read a Story Skill-5	Read a Passage Skill-9
					Answer Comprehension Questions Skill-10	Answer Comprehension Questions Skill-2	Answer Comprehension Questions Skill-5	Answer Comprehension Questions Skill-9	Answer Comprehension Questions Skill-3	Answer Comprehension Questions Skill-6	Answer Comprehension Questions Skill-9



KINDERGARTEN PROFICIENCY LEVEL RANGES

FOR FALL, WINTER, & SPRING

FALL KINDERGARTEN				
Proficiency Level Ranges				
Skill	Points Possible	3	2	1
1. Write your name	1	1	1	0
2. Detect rhyme	10	10	9-7	6-0
3. Detect syllable	20	20-12	11-5	4-0
4. Identify uppercase letters	26	26-15	14-9	8-0
Total	57	57-38	37-19	18-0

WINTER KINDERGARTEN				
Proficiency Level Ranges				
Skill	Points Possible	3	2	1
5. Identify lowercase letters	26	26-22	21-16	15-0
6. Match first sound	26	26-22	21-17	16-0
7. Generate rhyme	5	5	4	3-0
Total	57	57-49	48-35	34-0

SPRING KINDERGARTEN				
Proficiency Level Ranges				
Skill	Points Possible	3	2	1
8. Say letters	52	52-44	43-29	28-0
9. Produce rhyme	5	5	4	3-0
10. Say the first sound	52	52-40	39-33	32-0
11. Identify a letter, a word, and a sentence	8	8	7-5	4-0
12. Read word list	10	10-8	7-5	4-0
Total	127	127-105	104-72	71-0

Proficiency Level Key

- 3 At Grade Level
- 2 Near Grade Level
- 1 Below Grade Level



FIRST GRADE PROFICIENCY LEVEL RANGES FOR FALL, WINTER, & SPRING

FALL FIRST GRADE				
Skill	Points Possible	Proficiency Level Ranges		
		3	2	1
1. Identify words	1	1	1	0
2. Produce rhyme	5	5-4	3	2-0
3. Write letters	13	13-10	9	8-0
4. Read a sentence	5	5	4	3-0
5. Say the first sound	13	13-10	9	8-0
Total	37	37-30	29-24	23-0

WINTER FIRST GRADE				
Skill	Points Possible	Proficiency Level Ranges		
		3	2	1
6. Blend sounds	10	10-6	5-3	2-0
7. Read a story	31	31-27	26-16	15-0
8. Sound out words	20	20-14	13-7	6-0
Total	61	61-47	46-24	23-0

SPRING FIRST GRADE				
Skill	Points Possible	Proficiency Level Ranges		
		3	2	1
9. Read a story	73	73-54	53-25	24-0
10. Answer comprehension questions	10	10-8	7-5	4-0
11. Sound out words	30	30-24	23-11	10-0
Total	113	113-86	85-39	38-0

Proficiency Level Key

- 3** At Grade Level
- 2** Near Grade Level
- 1** Below Grade Level



SECOND GRADE PROFICIENCY LEVEL RANGES FOR FALL, WINTER, & SPRING

FALL SECOND GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
1. Read a story	81	81-54	53-28	27-0
2. Answer comprehension questions	10	10-8	7-5	4-0
3. Sound out words	30	30-24	23-13	12-0
Total	121	121-86	85-44	43-0

WINTER SECOND GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
4. Read a story	103	103-78	77-55	54-0
5. Answer comprehension questions	15	15-12	11-7	6-0
6. Sound out words	40	40-32	31-21	20-0
Total	158	158-122	121-81	80-0

SPRING SECOND GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
7. Read sight words	10	10	9	8-0
8. Read a story	120	120-94	93-66	65-0
9. Answer comprehension questions	20	20-16	15-9	8-0
10. Sound out words	50	50-40	39-31	30-0
Total	200	200-160	159-112	111-0

Proficiency Level Key

- 3** At Grade Level
- 2** Near Grade Level
- 1** Below Grade Level



THIRD GRADE PROFICIENCY LEVEL RANGES FOR FALL, WINTER, & SPRING

FALL THIRD GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
1. Read sight words	10	10-8	7-5	4-0
2. Read a story	124	124-94	93-66	65-0
3. Answer comprehension questions	20	20-16	15-9	8-0
Total	154	154-118	117-78	77-0

WINTER THIRD GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
4. Read sight words	10	10	9	8-0
5. Read a story	128	128-106	105-95	94-0
6. Answer comprehension questions	20	20-16	15-9	8-0
7. Spelling	30	30-24	23-19	18-0
Total	188	188-156	155-129	128-0

SPRING THIRD GRADE				
		Proficiency Level Ranges		
Skill	Points Possible	3	2	1
8. Read sight words	25	25-24	23-22	21-0
9. Read a passage	165	165-120	119-101	100-0
10. Answer comprehension questions	25	25-20	19-11	10-0
11. Spelling	40	40-32	31-25	24-0
Total	255	255-196	195-156	155-0

Proficiency Level Key

- 3** At Grade Level
- 2** Near Grade Level
- 1** Below Grade Level

Oral Reading Fluency Chart

Words Correct Per Minute (WCPM)			
	Fall	Winter	Spring
Kindergarten	----	----	44*
First Grade	8	27	54
Second Grade	54	78	94
Third Grade	94	106	120

* Letters correct per minute.

Sequence of Phonological Awareness Skills

Typically mastered by this age/grade level	Phonological Awareness Skill	Example
Age 3	Segmenting Words in Sentences	I like pizza. Three words.
Rhyme		
Age 4	Recognition	Do <i>cat</i> and <i>bat</i> rhyme?
Kindergarten	Completion	I smell the rose with my _____.
	Production	Tell me a word that rhymes with <i>candy</i> . Tell me a word that rhymes with <i>dog</i> .
Syllable		
Age 4-5	Segmentation	pa/ per, tel/ e/ phone
Kindergarten	Deletion	Say <i>snowman</i> without the <i>snow</i> . Say <i>picnic</i> without the <i>nic</i> .
Phoneme		
Pre-K	Sound Discrimination	Are these the same sounds: /p/, /b/?
	Sound Imitation	Say /o/. Say /u/.
Mid-Kindergarten	Isolation of Initial Sounds.	Tell me the first sound in <i>rake</i> .
Late Kindergarten	Isolation of Final Sounds.	Tell me the last sound in <i>bus</i> .
Early First Grade	Isolation of Middle Sounds	Tell me the middle sound in <i>cone</i> .
Sound Segmentation		
Early First Grade	Auditory Blending	Secret Code: What word /h/ - /a/ - /t/?
First Grade	Phoneme Segmentation	Say the sounds in <i>glass</i> .
Sound Manipulation		
First & Second Grade	Deletion	Say bend without /b/. end
		Say tone without /n/. toe
		Say break without /b/. rake
		Say grow without /r/. go
First & Second Grade	Addition	Add /s/ to ick. sick
	Substitutions	Change the /m/ in mop to /c. cop
Third Grade	Transposition	Lemon pie – pemon lie Mast – mats. What changed?

Source: Deborah Glaser, The Lee David Pesky Center for Learning Enrichment, Boise, Idaho

Kindergarten Word Bank

the	of	to	go
is	a	in	we
you	it	he	up
are	me	on	dad
I	can	was	stop
my	at	she	mom
and			

Color words

Number words 1-10

Reading Passages and Readability Levels

	When Administered	Number of Words **	Number of Sentences	Difficult Words	Readability Level
First Grade	Fall	5	1	0	1.3*
First Grade	Winter	31	6	1	1.5*
First Grade	Spring	73	11	4	1.9
Second Grade	Fall	81	9	2	2.0
Second Grade	Winter	103	8	3	2.5
Second Grade	Spring	120	12	11	2.9
Third Grade	Fall	124	9	10	3.0
Third Grade	Winter	128	10	16	3.5
Third Grade	Spring	165	9	17	3.9

* The readability level for short passages is difficult to pinpoint with exact accuracy. It is important to use sight words and decodable words appropriate for this grade level.

** This number reflects the total number of words in the Idaho Reading Indicator (IRI) testing passage and not the expected words correct per minute as reflected on the Oral Reading Fluency Chart from page 21 of the IRI Instructional Support Guide.

Decode and Spell

Grade Assessed		
1 st , 2 nd , and 3 rd	Consonants	Beginning- all (qu) Ending- b, d, g, m, n, p, t Soft c, g- circle, giraffe
1 st , 2 nd , and 3 rd	Ending consonants	x, f, ll, ss, zz **g(e) as /j/: large **ble as/bl/: table
1 st , 2 nd , and 3 rd	Beginning consonant blends	bl, cl, fl, gl, pl, sl, br, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, tw, **str
1 st , 2 nd , and 3 rd	Consonant digraphs	ch, sh, th: thin, that, wh, ph
1 st , 2 nd , and 3 rd	Ending consonant blends	mp, nd, ft, lt, nt, lf, st, nk, ng
1 st , 2 nd , and 3 rd	Silent consonants	ck, kn, lk, wr
1 st , 2 nd , and 3 rd	Vowels	Short Long: a-e, e-e, i-e, o-e, u-e, **igh – high
1 st	Words	vc & cvc words
1 st , 2 nd , and 3 rd	r-control	ar, er, ir, or, ur
1 st and 2 nd	Vowel digraphs	ai, ee, oa, ea
1 st , 2 nd , and 3 rd	Variant vowel digraphs	*oo: toot, **ue: glue, oo: book, **aw: paw
2 nd , and 3 rd	Diphthongs	oi, oy, ou, ow
3 rd	Contractions	I 'm, he's, she's, it's, ___ 'll (she'll) ___n't (won't)
3 rd	"y" as long "i"	sky, why, fly, my
2 nd , and 3 rd	Affixes	-s, -er, -ed, -ing, -un
2 nd , and 3 rd	Grammatical endings	Double final consonant+ -ing, drop final "e" + -ing

*Assessed in First Grade

**Assessed in Second Grade



Kindergarten Skills Assessed

Fall

1. Write your name
2. Detect rhyme
3. Detect syllable
4. Identify uppercase letters

Winter

5. Identify lowercase letters
6. Match the first sound
7. Generate rhyme

Spring

8. Say letters
9. Produce rhyme
10. Say the first sound
11. Identify a letter, a word, and a sentence
12. Read word list

Skill One – Write Your Name

Notes and Suggestions

If a student cannot write his/her name, begin with recognition activities.

Recognize Name

- Flash Cards: Identify name on flash card.
- Pocket Chart: Pick out name in a pocket chart.
- Worksheet, Pocket Chart, Index Cards: Match name.
- Name Tag: Identify letters in name (see and say).
- Attendance Checklist: Identify name among classmates, check to indicate attendance.
- Word Wall: Add students' names to word wall.
- Textured names: Write the student's name on card stock. The student will cover his/her name with textured materials (rice, cereal, glitter, popcorn) and learn to recognize the letter shapes in his/her name.
- Name labels: Label cubby, coat hook, desk, journal, etc.
- Cut apart the letters in a name and have the student reassemble.
- Name Cheer: Cheer the letters in students' names. (Give me a P! Give me an A! Give me a T! What does it spell?)

Teaching Ideas

- Laminated Name: Trace over your name, wipe off (baby wipes work well), and write again.
- Dot-to-Dot: Follow dots to write name. (There are commercially available computer fonts for this).
- Center Activity: Write name at center using different materials (Wicky Sticks, clay, sand/salt tray, shaving cream).

Kindergarten Skills



- Magnetic Letters: Spell name with magnetic letters.
- Chalk Board/White Board: See name, say name, and take name away, air write name and then write name with chalk or marker. (This activity strengthens visual memory).
- Technology/Word Processing Software: Write name on computer. Write name using different fonts.
- Sign-in Sheets/Signature Activity: Sign name on attendance sheet, write name to check out hall pass. Sign name on a note or card.
- Name Tag Activity: Make own nametag or bookmark.

Supporting Research

"Start from the known and move out very slowly to anything new.

The known will be:

- the child's name
- a few words that he/she can read and/or write.

Here is a first lesson in a recovery program built around the child's name.

The teacher uses three ways of directing the child's attention to visual features of print.

The teacher says, "Make your name here."

The teacher writes the rest of the child's name and he/she copies this.

From this the child learns:

- some specific letters
- how to put them in a set sequence
- several features of letters, usable in other letters
- several features of words"

(Clay, Marie M. *The Early Detection of Reading Difficulties*, New Zealand, Heinemann Education, 1979 p. 69).



Skill Two – Detect Rhyme

Notes and Suggestions

The ability to rhyme is an indicator of reading readiness. If a student cannot rhyme, he/she may have difficulty reading. Students need to be exposed to rhyme. However, if a student is not able to rhyme do not require him/her to rhyme before moving on to the higher levels of phonological awareness, namely, phonemic awareness. It is critical that students are taught phonemic awareness in kindergarten and first grade to build the necessary foundation for learning the sound-symbol relationships. Students should learn to detect rhyme, then complete a rhyme, and finally produce rhymes.

Teaching Ideas

- Movement Activity: Stand up if two words rhyme; sit down if words don't rhyme.
- Matching Game: Match two pictures that represent rhyming words or sort pictures into rhyming word groups. Pass out sets of rhyming word cards to students and have them find their rhyming partner.
- Shared Story: Listen to stories, poems, and/or jingles that include rhyming words.
- Choral Reading: Recite nursery rhymes. Say all words that don't rhyme softly, say rhyming words loudly.
- Bingo Game: Students play bingo with rhyming word pictures. Directions: Make or use a commercially produced rhyming bingo game. Each student should have a bingo card. Game is played following bingo rules. "Cover a word that rhymes with bat."
- Singing: Class sings songs that include rhyming words.
- Ask students to draw pairs of rhyming pictures, such as fish/dish; cat/bat; star/car. Have students show their rhyming pictures to the group and invite classmates to name other words that rhyme.
- Say each pair of words below and ask the child to repeat them and tell you if the words rhyme. They rhyme if all the sounds are the same except the beginning sound.

go / top

tip / lip

nose / rose

in / lap

lamp / camp

sock / soup

yes / my

rest / test

tie / by

mad / sad

fox / box

spoon / moon

cat / rat

shoe / sit

man / mop

Kindergarten Skills



Supporting Research

Rhyme is listed as one of the Kindergarten Accomplishments in *Preventing Reading Difficulties in Young Children*:

"Given a spoken word can produce another word that rhymes with it."
(Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 80).

"Being able to hear whether words rhyme is an important skill that verifies that your child is hearing and differentiating the speech sounds in words."
(Hall, Susan L.; Moats, Louisa C. *Straight Talk About Reading*, Lincolnwood, Illinois: Contemporary Books, 1999 p. 178)

Honig, Bill, Linda Diamond, Linda Gutlohn. *Teaching Reading Sourcebook* CORE, 2000.



Skill Three – Detect Syllable

Notes and Suggestions

If a student has difficulty hearing syllables, use compound words (bathtub, birdhouse) for practice.

Teach terms and use words "syllable" and "beat" as you clap words and names.

Teaching Ideas

- Oral language & Movement: Tap, clap, stomp, or indicate with fingers the number of syllables in words or names. (Detect syllables in language arts, science, math, and social studies contexts).
Teacher varies pitch of voice to bring attention to syllables. Teacher asks students to identify number of syllables heard in the word or name.
Teacher models saying and clapping a word or name and students imitate.
Teacher says a word/name and students clap or say number of syllables.
Teacher says a word/name separated into syllables and students say the word together. (Example: Teacher says ta-ble and students say table).
- Song and Rhyme: Sing and clap beats (syllables) in songs and nursery rhymes.
- Games: Play Duck, Duck, Goose and Mother May I? (step the number of syllables)
- Manipulatives: Pull an object out of a bag, student names it and indicates number of syllables.
- Use linking cubes to indicate number of syllables in a given word.
- Graphing: Graph number of syllables in words or pictures.
- Center Activity: Sort objects and pictures according to number of syllables.
Cut pictures into number of syllables. (shovel = 2 pieces, cup = no cut, computer = 3 pieces).
- Technology: Select clip art to tap for syllables.
- Syllable sorting: Place cards numbered 1, 2, and 3 in a pocket chart. Children bring picture cards to the pocket chart and determine how many syllables the word has. Student places the picture under the corresponding number card.

Kindergarten Skills



- Determine the number of syllables in students' names. This information can be graphed and compared.
- Play Guess Who? Place each student's name or picture in a hat. Select a name and clap the number of syllables in that name. Students can guess whose name it could be. You may need to add extra clues (This person's name begins with /m/.)

Supporting Research

"In both classroom-based and experimental interventions to train phonological awareness, the nature of the training has been crafted to be age-appropriate and engaging. A variety of games and activities have been designed to direct children's attention to the sounds, rather than just the meanings, of spoken words. These activities involve, for instance, detecting and producing rhymes and alliterative sequences in songs and speech, identifying objects in the environment whose names begin (or end) with the same sound, clapping to indicate the number of syllables (or phonemes) in a spoken word, and so forth."

(Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 187).



Skill Four – Identify Uppercase Letters

Notes and Suggestions

Begin with letter recognition and then proceed to letter fluency (the speed at which letters are recognized).

Students need to experience the alphabet through play by seeing, hearing, saying, touching, smelling, tasting, and creating/making.

Start letter instruction the first week of school and review all letters every day. Students need to possess rich letter knowledge in order to read and write.

Students must be able to:

- ✓ Name each letter.
- ✓ Make/identify the sound(s)/phoneme(s) attached to each letter.
- ✓ Name an object that begins with each letter.
- ✓ Write each letter.
- ✓ Read each letter in a variety of fonts in both upper- and lowercase.

Teaching Ideas

- Use an established alphabet code that includes pictures and motions (such as ZooPhonics or Action Reading) or have your students make up a class alphabet code (see instructions in appendix). Post the code in a visible area of the classroom and use it every day. Refer to it when reading and writing. Chant the letters and do the motions everyday.
- Name Tag: I identify letters in name. I identify which letters are upper- or lowercase.
- Flashcards: I identify letter on flash card. Play "Around the World."
- Songs, Chants, Poetry: Sing the alphabet song and follow along with printed alphabet.
Chant the alphabet (AAA, BBB, CCC).
Make and say letter poems (A is for Annie, B is for Bob).
- Puzzles: Solve or complete an alphabet puzzle.
- Games: Alphabet Bingo (use number Bingo for model),
Alphabet Lotto (commercially produced)
Alphabet Concentration (use card game Concentration as a model)
Alphabet Scavenger Hunt (hide letters around the room)
Alphabet Cake Walk (alphabet letters on carpet squares)
- Centers: Stamp letters, paint letters, magnetic letters, letter tiles, letter cubes.

Kindergarten Skills



Trace letters in salt, sugar, sand, hair gel in a plastic bag, or on sandpaper.

Find and circle letters in magazines or newspapers.

Make letters with clay.

Write letters by tracing laminated letters or following a handwriting model.

Sort magnetic alphabet letters (letters with sticks, letters with dots, letters with circles).

Lacing letters: lace cardboard letter shapes with yarn or string.

Letter rubbings.

- Literature: Listen to alphabet books.
Read alphabet books.
Make a class alphabet book.
Reading Buddies share alphabet books.
- Technology: Use word processing to learn letters.
Play alphabet games on the computer.
- Art: Make an alphabet quilt, class big book, wall book, or bulletin board.
- Movement: Draw big letters in the air.
Use finger to make a letter on palm.
Make letters on someone's back.
Make letters with your whole body.
- Calendar: Name letters that spell the months, days, seasons.
- Celebration: Celebrate letter knowledge.

Supporting Research

"Among the readiness skills that are traditionally evaluated, the one that appears to be the strongest predictor (of the ability to benefit from formal reading instructions) on its own is letter identification... Just measuring how many letters a kindergartener is able to name when shown letters in a random order appears to be nearly as successful at predicting future reading, as is an entire readiness test." (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 113).

"Research suggests that uppercase letters are [easier to discriminate] from one another. In addition, whatever letter knowledge a pre-reader already has is most likely to be about uppercase letters. Thus, if working with preschool children, uppercase letters are probably the better bet." (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990 p. 357).



Skill Five - Identify Lowercase Letters

Notes and Suggestions

Begin with letter recognition and then proceed to letter fluency (the speed at which letters are recognized).

Students need to experience the alphabet through play by seeing, hearing, saying, touching, smelling, tasting, and creating/making.

Start letter instruction the first week of school and review all letters every day. Students need to know letter names of alphabet symbols in order to read and write.

Students must be able to:

- ✓ Name each letter.
- ✓ Make/identify the sound(s)/phoneme(s) attached to each letter.
- ✓ Name an object that begins with each letter.
- ✓ Write each letter.
- ✓ Read each letter in a variety of fonts in both upper- and lowercase.

Use Pocket Charts, Posters, Index Cards, Worksheets: Quickly read letters either as a class, small group, or individually. Time letter reading and record changes. Read in order, out of order, backwards, upper- and lowercase letters in a variety of fonts.

Teaching Ideas

- Use an established alphabet code that includes pictures and motions (such as ZooPhonics or Action Reading) or have your students make up a class alphabet code (see instructions in appendix). Post the code in a visible area of the classroom and use it every day. Refer to it when reading and writing. Chant the letters and do the motions everyday.
- Name Tag: I identify letters in name. I identify which letters are upper- or lowercase.
- Flashcards: I identify letter on flash card. Play "Around the World."
- Songs, Chants, Poetry: Sing the alphabet song and follow along with printed alphabet.
Chant the alphabet (AAA, BBB, CCC).
Make and say letter poems (A is for Annie, B is for Bob).
- Puzzles: Solve or complete an alphabet puzzle.
- Games: Alphabet Bingo (use number Bingo for model)
Alphabet Lotto (commercially produced)
Alphabet Concentration (use card game Concentration as a model)
Alphabet Scavenger Hunt (hide letters around the room)

Kindergarten Skills



- Alphabet Cake Walk (alphabet letters on carpet squares), etc.
- Centers: Stamp letters, paint letters, magnetic letters, letter tiles, letter cubes, etc.
 - Trace letters in salt, sugar, sand, hair gel in a plastic bag, or on sandpaper.
 - Find and circle letters in magazines or newspapers.
 - Make letters with clay.
 - Write letters by tracing laminated letters or following a handwriting model.
 - Sort magnetic alphabet letters (letters with sticks, letters with dots, letters with circles).
 - Lacing letters: lace cardboard letter shapes with yarn or string.
 - Letter rubbings.
- Literature: Listen to alphabet books
 - Read alphabet books.
 - Make a class alphabet book.
 - Reading Buddies share alphabet books.
- Technology: Use word processing to learn letters.
 - Play alphabet games on the computer.
- Art: Make an alphabet quilt, class big book, wall book, bulletin board.
- Movement: Draw big letters in the air.
 - Use finger to make a letter on palm.
 - Make letters on someone's back.
 - Make letters with your whole body.
- Calendar: Name letters that spell the month, days, seasons.
- Celebration: Celebrate letter knowledge.

Supporting Research

"Learning to recognize and discriminate the shapes of letters is a difficult process requiring support and encouragement. Ideally, letter knowledge should be well established before children reach first grade" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990 p. 124).

"Research suggests that uppercase letters are [easier to discriminate] from one another. In addition, whatever letter knowledge a pre-reader already has is most likely to be about uppercase letters. Thus, if working with preschool children, uppercase letters are probably the better bet"

Kindergarten Skills



(Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990 p. 357).

"Thus the speed with which they can name individual letters both strongly predicts success for pre-readers and is strongly related to reading achievement among beginning readers. ...A child who can recognize most letters with thorough confidence will have an easier time learning about letter sounds and word spellings than a child who still has to work at remembering what is what" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990 p. 43).

Kindergarten Skills





Skill Six – Match The First Sound

Notes and Suggestions

Some students will need to be directly taught through motor stimulation to become aware of, and sensitive to, sound. Students should have an awareness of the mouth, tongue, lips, and air/wind when making sounds.

Phoneme awareness instruction should begin with simple activities and move toward more complex activities. The following skills are listed from easiest to hardest. Those skills assessed on the IRI are marked with an asterisk. If a student is having difficulty with the assessed phoneme skills, work with the student on the skills listed prior to the assessed skill. Phoneme instruction should go beyond what is assessed on the IRI.

Phoneme Skills

(See Sequence of Phonological Awareness Skills Chart [page 23] for more detailed information).

- Sound Discrimination
- Sound Imitation
- *Isolation of Initial Sounds (**Match the first sound and Say the first sound**).
- Isolation of Final Sounds
- Isolation of Middle Sounds
- Sound Segmentation
- Auditory Blending
- Phoneme Segmentation
- Sound manipulation
 - Deletion
 - Addition
 - Substitution
 - Transposition

Help students distinguish between sound (phoneme) and symbol (letter name). Students should identify both by year end and begin to map the sounds onto the symbols (phonics).

Phoneme awareness skills require auditory/listening practice and the production of sound(s). Do not confuse letter-naming activities with phonemic awareness practice.



Visual materials can complement auditory instruction.

Daily practice (10-15 minutes) with sounds is critical for growth in phonemic awareness.

Teaching Ideas

(Use matching activities if a student has trouble isolating and saying the first sound).

- Object/Picture Sort: Sort objects into beginning sound groups.
- Sound of the Hour, Day, Week.
- Tell which sounds of three words presented orally (two words begin the same, one word begins differently) are the same.
- Isolate and say the first sound of one orally spoken word.
- Question of the Day: Does your name start with /m/? Students place their name in the pocket chart under "yes" or "no."
- Play Telephone: With students in a circle, pass around a telephone. Students say a word into the telephone that begins with the sound of the day. The telephone is passed around the circle with each child contributing a different word with the same beginning sound.
- Teach and create tongue twisters.
- Share: Make the beginning sound of the share object. Think of another object that begins with the same sound.
- Sound Box: Make the first sound of the object taken from the box. Collect items in a box or bag that begin with the same sound.
- Name: Match name of classmate that begins with spoken sound. Example: Teacher makes sound /m/...student says Mary.
- Categories: Say another word, plant, toy, etc., which begins with a given sound. Example: For words – teacher says map, mud ...student responds with /m/ word mouse. For plants – teacher says tomato, student responds with tulip.
- Initial Sound Bingo: Follow the rules for Bingo.
- Initial Sound Concentration: Follow the card game rules for Concentration.
- Picture Dominoes: Make dominoes using pictures glued to each end of craft sticks. Match dominoes with same beginning sound.
- Going on a Trip or Picnic: Say an item that matches the spoken sound given to put in the suitcase or picnic basket. Example: Teacher says /c/ and students respond with comb, clothes, cup.

Kindergarten Skills



- Movement: Stand up, sit down, thumbs up or down for matching beginning sounds heard orally.
- Art: Make an initial sound collage. All pictures begin with the same sound.
- Make an initial sound necklace or headband. Students can illustrate pictures that begin with the same sound or use magazine pictures or pictures from old workbooks.
- Sing a familiar song such as Old McDonald and replace chorus with words that share same initial sound. Example: Teacher sings ..."here a pig," and students add animals that begin with the /p/ sound... "here a parrot," "here a penguin," etc.
- Literature: Listen to an alliteration text.
- Create a class alliteration book.
- Technology/Software: Use Clip Art or KidPix to create an initial sound book.

Supporting Research

"Certainly children without phonemic awareness will have difficulty benefiting from phonics instruction" (Juel C., *Learning to Read and Write in One Elementary School*. New York, NY: Springer-Verlag, 1994, p. 4).

"Research has shown that phonological awareness appears to play a causal role in reading acquisition...because phonological awareness is a foundational ability underlying the learning of spelling-sound correspondences" (Stanovich, K.E. "Romance and Reality." *Reading Teacher* 1993-1994 p. 280-91).

Kindergarten Skills





Skill Seven – Generate Rhyme

Notes and Suggestions

The ability to rhyme is an indicator of reading readiness. If a student cannot rhyme, he/she may have difficulty reading. Students need to be exposed to rhyme. However, if a student is not able to rhyme do not require him/her to rhyme before moving on to the higher levels of phonological awareness, namely, phonemic awareness.

It is critical that students are taught phonemic awareness in kindergarten and first grade to build the necessary foundation for learning the sound-symbol relationships. Students should learn to detect rhyme, then complete a rhyme, and finally produce rhymes.

Most rhyming activities are completed orally, or with pictures, to avoid confusion with spelling patterns (whale – tail, fly – eye).

Teaching Ideas

- Technology/Graphic Software (Kid Pix): Student selects two pictures that represent rhyming words or sorts selected pictures into rhyming word groups.
- Rhyming Game: Student says rhyming word match for answer.
Example: Teacher says, "I'm thinking of something that rhymes with cup." Student responds, "Pup, tup, gup. Other possibilities: bit, hit, sit, pit, it; sad, dad, had, bad, rad; hem, rem, lem, gem.
Or "I spy something (in the classroom) that rhymes with cook." (book), rock- clock, more – door, fable – table, etc.
- Card Game: Student plays concentration with rhyming word picture cards. Each card should have a rhyming word partner. All cards are turned over face down. Student turns two cards over to find out if the picture cards rhyme. Play until all rhyming cards are matched.
- Find the Word that Doesn't Rhyme Activity: Student tells word that doesn't rhyme. Example: Teacher says, "Tell me which word does not rhyme: fat, hat, bed." Student responds, "Bed." Other possibilities: jump, table, bump; silly, happy, sappy; rope, soap, pop, mope.
- Going on a Trip: Student thinks of a rhyming word to put in the suitcase. "I'm going on a trip and I'm taking a pan and a can."
- Chart: Student participates in making word family charts.

Kindergarten Skills



- Poetry: Student fills in missing rhyming word while a poem is read aloud.
- Literature: Student writes a rhyming book using pairs of words that rhyme.
- Bulletin Board: Post picture cards at the top of a bulletin board or chart paper. Students can search magazines to find and post pictures that rhyme with the target picture cards.
- Rhyming Headbands: Student chooses a rhyming picture card to glue to a headband. Student illustrates additional rhyming words to decorate his/her headband.
- Rhyming riddles: Students complete a riddle and include a rhyming word clue. Example: I live on the farm; I have a curly tail; my name rhymes with jig. Make into a class riddle book.
- Pass the Ball: Student passes a ball to students sitting in a circle. Each time the ball is caught the student must say a rhyming word.
- Rhyming Charades: Student acts out a word that rhymes with a given word.

Extension – Complete Rhyme

- Body Part Game: Student points to a body part to complete rhyme (i.e. Teacher says, "Bed." Student points to head).

Sheet-Feet	Tree-Knee	Land-Hand
Pie-Eye	Deck-Neck	Rose-Nose
Tear-Ear	Hose-Nose	Peg-Leg
Bib-Rib	Sack-Back	
- Complete Couplets (an oral cloze activity): Student gives rhyming response.

Example: Teacher says, "Jack and Jill went up the _____. "
Student says "Hill."
Teacher responds, "Yes, Jill and hill rhyme."
A cat in a _____ (hat)
Humpty _____ (Dumpty)
The three little kittens lost their _____ (mittens)
Hey, diddle, diddle the cat and the _____ (fiddle)
Jack Sprat could eat no _____ (fat)
- Student completes the rhyming pattern.

Example: Teacher says, "Hop, pop, _____. "
Student responds with any real or made-up word that rhymes. "Stop, drop, yop, etc."

Kindergarten Skills



Hen, pen, _____ (den, Ben, ten).

Pot, dot, _____ (cot, lot, tot).

Cat, rat, _____ (Pat, bat, tat).

Supporting Research

Rhyme is listed as one of the Kindergarten Accomplishments in *Preventing Reading Difficulties in Young Children*.

"Given a spoken word can produce another word that rhymes with it."

(Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 80).

Kindergarten Skills





Skill Eight – Say Letters

Notes and Suggestions

Begin with letter recognition and then proceed to letter fluency (the speed at which letters are recognized).

Students need to experience the alphabet through play by seeing, hearing, saying, touching, smelling, tasting, and creating/making.

Start letter instruction the first week of school and review all letters every day. Students need to possess rich alphabet knowledge in order to read and write.

Students must be able to:

- ✓ Name each letter.
- ✓ Make/identify the sound(s)/phoneme(s) attached to each letter.
- ✓ Name an object that begins with each letter.
- ✓ Write each letter.

Read each letter in a variety of fonts in both upper- and lowercase.

Teaching Ideas

- Use pocket charts, posters, index cards, worksheets to quickly read letters either as a whole class, small group or individually. Time letter reading and record changes. Read in order, out of order, backwards, upper- and lowercase letters in a variety of fonts.
- Oral Language: Student listens for sound and feel of printed text (the language of books) as the teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads and identifies letters in his/her own name.
- Student quickly reads and identifies letters in names of other students.

Supporting Research

National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups.

Washington, DC: National Institute of Child Health and Development.

Kindergarten Skills



"Learning to recognize and discriminate the shapes of letters is a difficult process requiring support and encouragement. Ideally, letter knowledge should be well established before children reach first grade" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990 p. 124).

"Research suggests that uppercase letters are [easier to discriminate] from one another. In addition, whatever letter knowledge a pre-reader already has is most likely to be about uppercase letters. Thus, if working with preschool children, uppercase letters are probably the better bet" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990 p. 357).

"Thus the speed with which they can name individual letters both strongly predicts success for pre-readers and is strongly related to reading achievement among beginning readers. ...A child who can recognize most letters with thorough confidence will have an easier time learning about letter sounds and word spellings than a child who still has to work at remembering what is what" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990 p. 43).



Skill Nine – Produce Rhyme

Notes and Suggestions

The ability to rhyme is an indicator of reading readiness. If a student cannot rhyme, he/she may have difficulty reading. Students need to be exposed to rhyme. However, if a student is not able to rhyme do not require him/her to rhyme before moving on to the higher levels of phonological awareness, namely, phonemic awareness.

It is critical that students are taught phonemic awareness in kindergarten and first grade to build the necessary foundation for learning the sound-symbol relationships. Students should learn to detect rhyme, then complete a rhyme and finally produce rhymes.

Most rhyming activities are completed orally, or with pictures, to avoid confusion with spelling patterns (whale – tail, fly – eye).

Teaching Ideas

- Technology/Graphic Software (Kid Pix): Student selects two pictures that represent rhyming words or sorts selected pictures into rhyming word groups.
- Rhyming Game: Student says rhyming word match for answer.
Example: Teacher says, "I'm thinking of something that rhymes with cup." Student responds, "Pup, tup, gup. Other possibilities: bit, hit, sit, pit, it; sad, dad, had, bad, rad; hem, rem, lem, gem.
- Rhyming Game: Student says rhyming word match for answer.
Example: Teacher says, "I spy something (in the classroom) that rhymes with cook." (book), rock- clock, more – door, fable – table, etc.
- Card Game: Student plays concentration with rhyming word picture cards. Each card should have a rhyming word partner. All cards are turned over face down. Student turns two cards over to find out if the picture cards rhyme. Play until all rhyming cards are matched.
- Find the Word that Doesn't Rhyme Activity: Student tells word that doesn't rhyme. Example: Teacher says, "Tell me which word does not rhyme: fat, hat, bed." Student responds, "Bed." Other possibilities: jump, table, bump; silly, happy, sappy; rope, soap, pop, mope.
- Going on a Trip: Student thinks of a rhyming word to put in the suitcase. "I'm going on a trip and I'm taking a pan and a can."
- Chart: Student participates in making word family charts.

Kindergarten Skills



- Poetry: Student fills in missing rhyming word while a poem is read aloud.
- Literature: Student writes a rhyming book using pairs of words that rhyme.
- Singing: Class sings songs that include rhyming words.
- Bulletin Board: Post picture cards at the top of a bulletin board or chart paper. Students can search magazines to find and post pictures that rhyme with the target picture cards.
- Rhyming Headbands: Student chooses a rhyming picture card to glue to a headband. Student illustrates additional rhyming words to decorate his/her headband.
- Rhyming riddles: Students complete a riddle and include a rhyming word clue. Example: I live on the farm; I have a curly tail; my name rhymes with jig. Make into a class riddle book.
- Pass the Ball: Student passes a ball to students sitting in a circle. Each time the ball is caught the student must say a rhyming word.
- Rhyming Charades: Student acts out a word that rhymes with a given word.

Supporting Research

"Given a spoken word can produce another word that rhymes with it" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 80).



Skill Ten – Say the First Sound

Notes and Suggestions

Some students will need to be directly taught through motor stimulation to become aware of, and sensitive to, sound. Students should have an awareness of the mouth, tongue, lips, and air/wind when making sounds.

Phoneme awareness instruction should begin with simple activities and move toward more complex activities. The following skills are listed from easiest to hardest. Those skills assessed on the IRI are marked with an asterisk (*). If a student is having difficulty with the assessed phoneme skills, work with the student on the skills listed prior to the assessed skill. Phoneme instruction should go beyond what is assessed on the IRI.

Phoneme Skills

(See Sequence of Phonological Awareness Skills Chart [page 23] for more detailed information).

- Sound Discrimination
- Sound Imitation
- Isolation of Initial Sounds *(Match the First Sound and Say the First Sound).
- Isolation of Final Sounds
- Isolation of Middle Sounds
- Sound Segmentation

Auditory Blending

Phoneme Segmentation

- Sound Manipulation

Deletion

Addition

Substitution

Transposition

Help students distinguish between sound (phoneme) and symbol (letter name). Students should identify both by year end and begin to map the sounds onto the symbols (phonics).

Phoneme awareness skills require auditory/listening practice and the production of sound(s). Do not confuse letter-naming activities with phonemic awareness practice.

Kindergarten Skills



Visual materials can complement auditory instruction.

Daily practice (10-15 minutes) with sounds is critical for growth in phonemic awareness.

Use matching activities if a student has trouble isolating and saying the first sound.

Teaching Ideas

- Object/Picture Sort: Sort objects into beginning sound groups.
- Sound of the Hour, Day, Week: Tell which sounds of three words presented orally (two words begin the same, one word begins differently) are the same.
- Isolate and say the first sound of one orally spoken word.
- Question of the Day: Does your name start with /m/? Students place their name in the pocket chart under "yes" or "no".
- With students in a circle, pass around a telephone. Students say a word into the telephone that begins with the sound of the day. The telephone is passed around the circle with each child contributing a different word with the same beginning sound.
- Teach and create tongue twisters.
- Make the beginning sound of the share object. Think of another object that begins with the same sound.
- Make the first sound of the object taken from the box. Or collect items in a box or bag that begin with the same sound.
- Match name of classmate that begins with spoken sound. Example: Teacher makes sound /m/ student says "Mary."
- Say another word in categories: Animal, Plant, Toy, etc., which begins with a given sound. Example: Animal - teacher says "donkey," student responds with /d/ word "duck." Plant - teacher says "tomato," student responds with /t/ word "tulip." Toy - teacher says "block," student responds with /b/ word "ball."
- Initial Sound Bingo: Follow the rules for Bingo.
- Initial Sound Concentration: Follow the card game rules for Concentration.
- Picture Dominoes: Make dominoes using pictures glued to each end of craft sticks. Match dominoes with same beginning sound.

Kindergarten Skills



- Going on a Trip or picnic: Say an item that matches the spoken sound given to put in the suitcase or picnic basket. Example: Teacher says /c/ and students respond with "comb," "clothes," "cup."
- Stand up, sit down, thumbs up or down for matching beginning sounds heard orally.
- Make an initial sound collage. All pictures begin with the same sound.
- Make an initial sound necklace or headband. Students can illustrate pictures that begin with the same sound or use magazine pictures or pictures from old workbooks.
- Sing a familiar song such as Old McDonald and replace chorus with words that share same initial sound. Example: Teacher sings "...here a pig" and students add animals that begin with the /p/ sound "... here a parrot", "...here a penguin".
- Listen to an alliteration text.
- Create a class alliteration book.
- Use Clip Art or KidPix to create an initial sound book.

Supporting Research

"Certainly children without phonemic awareness will have difficulty benefiting from phonics instruction." (Juel C., *Learning to Read and Write in One Elementary School*. New York, NY: Springer-Verlag, 1994 p. 4).

"Research has shown that phonological awareness appears to play a causal role in reading acquisition...because phonological awareness is a foundational ability underlying the learning of spelling-sound correspondences." (Stanovich, K.E. "Romance and Reality." *Reading Teacher* (1993-94) p. 280-91).

Kindergarten Skills





Skill Eleven – Identify a letter, a word, and a sentence

Notes and Suggestions

Identification of a letter, a word, and a sentence is an important concept of print which students must be taught.

Discuss and use visuals (big books, charts, posters, graphs, overheads) to teach students about how letters, words, phrases, and sentences are different and alike.

Other Concepts of Print include:

- Directionality (left to right, top to bottom)
- Book handling (front, back)
- Illustrations vs. Print
- Parts of a book (cover, title, author, illustrator).

Note: The format for this IRI sub-test includes: a letter in a box, a word in a box, a sentence in a box, and some distracters (i.e. numbers, punctuation marks) in a box.

Teaching Ideas

- Poster/Pocket Chart: Touch the box with a single letter, one word, or one sentence in it.
- Count words in a single sentence.
- Movement: Step on a carpet square with one letter or word or sentence on it.
- Listening: Tell how many words were spoken in a sentence.
- Flashcards: Identify a letter, a word, a phrase, and a sentence.
- Use shared reading texts (posters, overheads, big books) to help students identify letters, words, and sentences.
- Use “frames” (index fingers, a hole cut in a piece of tag board or a hole cut in a flyswatter) to isolate a word, a letter or a sentence.
- During Shared writing time, draw attention to letters that make up words, words that make up sentences, spaces between words, etc.
- Assemble a cut-up sentence leaving a space between each word.
- Encourage students to point to words as they read big books, charts, and poems. Pointing helps children understand the link between written and spoken words.

Kindergarten Skills



Supporting Research

This skill is considered one of two main goals for fostering literacy in the kindergarten classroom:

"The first (goal) is to ensure that children leave kindergarten familiar with the structural elements and organization of print..."

Further describes interactive storybook reading as key in "...developing children's concepts about print, including terms such as 'word' and 'letter'" (Snow, C.E., Burns, M.S., & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 179-80).

"Children's general awareness of the nature and functions of print is a strong index of their readiness to learn to read" (Adams, M.J., *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990 p. 123-4).

"Children must learn about print conventions, such as the fact that English print is organized from left to right and from top to bottom on a page and that space is left between words" (Schickedanz, Judith A. "The Place of Specific skills in Preschool and Kindergarten," *Emerging Literacy: Young Children Learn to Read and Write*. Ed. Strickland, Dorothy S. and Lesley Mandel Morrow. Newark, L: International Reading Association. 1989 p. 105).

"When children understand how words work, they can use what they know about one word to construct or take apart another" (Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. 175).

"...basic knowledge about print generally precedes and appears to serve as the very foundation on which orthographic and phonological skills are built" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, Ma: The MIT Press, 1990, p. 337-8).



Skill Twelve – Read Word List

Notes and Suggestions



Please refer to the Kindergarten Word Bank for suggestions about which words to teach.

Instruction should be tailored to whole groups, small groups, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and the pictures. A  likes .
- Handwriting: Trace over the sight word. Look at the word and write it.
- Center Activities: Make words using clay, magnetic letters, or noodles. Write words in salt, sugar, or sand. Write words on white board, chalkboard, overhead, or using MagnaDoodle.
- Use a paintbrush and water to write a disappearing word on a chalkboard.
- Type the sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, or Go Fish.
- Identify and celebrate high frequency words during shared reading, shared writing, and interactive writing.

Kindergarten Skills



Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this*" (Reutzel, D.R., and R.B. Cooter. *Teaching Children to Read: From Basals to Books*. New York, NY: Macmillan, 1992, p. 115).

"All students must learn to recognize these words (sight words) instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountoudidis. *The Reading Teacher's Book of Lists* West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

"Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are)" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 80).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill, Linda Diamond, Linda Gutlohn. *Teaching Reading Sourcebook CORE*, 2000, p. 9.14.

First Grade Skills



First Grade Skills Assessed

Fall

1. Identify words
2. Produce rhyme
3. Write letters
4. Read a sentence
5. Say the first sound

Winter

6. Blend sounds
7. Read a story
8. Sound out words

Spring

9. Read a story
10. Answer comprehension questions
11. Sound out words

Skill One – Identify Words

Notes and Suggestions

Identification of a letter, a word, and a sentence is an important concept of print which students must be taught.

Discuss and use visuals (big books, charts, posters, graphs, overheads) to teach students about how letters, words, phrases, and sentences are different and alike.

Other Concepts of Print include:

- Directionality (left to right, top to bottom)
- Book handling (front, back)
- Illustrations vs. Print
- Parts of a book (cover, title, author, illustrator).

Teaching Ideas

- Poster, chart or pocket chart: Count the words in a single sentence.
- Movement: Use fingers to frame words in a sentence.
- With a sentence clearly visible to all students have them jump, clap, snap, or stomp to each word as you point and read.
- Have the students “be” the words. Give each child one word on a card and have them stand in front of the class to create a sentence. Count the words (students).
- Listening: Tell how many words were in a spoken sentence.

Supporting Research

"When children understand how words work, they can use what they know about one word to construct or take apart another" (Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. 175).

First Grade Skills



"...basic knowledge about print generally precedes and appears to serve as the very foundation on which orthographic and phonological skills are built" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MI T Press, 1990, p. 337-8).



Skill Two – Produce Rhyme

Notes and Suggestions

The ability to rhyme is an indicator of reading readiness. If a student cannot rhyme, he/she may have difficulty reading. Students need to be exposed to rhyme. However, if a student is not able to rhyme do not require him/her to rhyme before moving on to the higher levels of phonological awareness, namely, phonemic awareness.

It is critical that students are taught phonemic awareness in kindergarten and first grade to build the necessary foundation for learning the sound-symbol relationships. Students should learn to detect rhyme, then complete a rhyme, and finally produce rhymes.

Most rhyming activities are completed orally, or with pictures, to avoid confusion with spelling patterns (whale – tail, fly – eye).

Detect Rhyme

- Movement Activity: Stand up if two words rhyme; sit down if words don't rhyme.
- Matching Game: Match two pictures that represent rhyming words or sort pictures into rhyming word groups. Pass out sets of rhyming word cards and have students find their rhyming partner.
- Shared Story: Listen to stories, poems, and/or jingles that include rhyming words.
- Choral Reading: Recite nursery rhymes. Say all words that don't rhyme softly, say rhyming words loudly.
- Bingo Game: Student plays bingo with rhyming word pictures. Directions: Make or use a commercially produced rhyming bingo game. Each student should have a bingo card. Game is played following bingo rules. "Cover a word that rhymes with bat."

Complete Rhyme

- Body Part Game: Student points to a body part to complete rhyme (i.e. Teacher says, "Bed." Student points to head).

Sheet-Feet

Pie-Eye

Tear-Ear

Bib-Rib

Tree-Knee

Deck-Neck

Hose-Nose

Sack-Back

Land-Hand

Rose-Nose

Peg-Leg

First Grade Skills



- Complete Couplets (an oral cloze activity): Student gives rhyming response.

Example: Teacher says, "Jack and Jill went up the ____."

Student says "Hill."

Teacher responds, "Yes, Jill and hill rhyme."

A cat in a ____ (hat)

Humpty ____ (Dumpty)

The three little kittens lost their ____ (mittens)

Hey, diddle, diddle the cat and the ____ (fiddle)

Jack Sprat could eat no ____ (fat)

- Student completes the rhyming pattern.

Example: Teacher says, "Hop, pop, ____."

Student responds with any real or made-up word that rhymes. "Stop, drop, yop, etc."

Hen, pen, ____ (den, Ben, ten).

Pot, dot, ____ (cot, lot, tot).

Cat, rat, ____ (Pat, bat, tat).

- Make a student-illustrated class rhyming book.

Snake, snake

Eat a ____.

Bear, bear

Eat a ____.

Fish, fish

Eat a ____.

Teaching Ideas - Produce Rhyme

- Technology/Graphic Software (Kid Pix): Student selects two pictures that represent rhyming words or sorts selected pictures into rhyming word groups.

- Rhyming Game: Student says rhyming word match for answer.

Example:

Teacher says, "I'm thinking of something that rhymes with cup"

Student responds, "Pup or tup or gup

Bit, hit, sit, pit, it, etc.

Sad, dad, had, bad, rad, etc.

Hem, rem, lem, gem, etc.

or "I spy something (in the classroom) that rhymes with cook."

(book), rock- clock, more - door, fable - table, etc.

First Grade Skills



- Card Game: Student plays concentration with rhyming picture cards. Each card should have a rhyming partner. All cards are turned over face down. Student turns two cards over to find out if the picture cards rhyme. Play until all rhyming cards are matched.
- Find the Word that Doesn't Rhyme Activity: Student tells word that doesn't rhyme.

Example:

Teacher says, "Tell me which word does not rhyme: fat, hat, bed."

Student responds, "Bed."

Jump, table, bump

Silly, happy, sappy

Rope, soap, pop, mope

- Going on a Trip (using rhyming words): Student thinks of a rhyming word to put in the suitcase. "I'm going on a trip and I'm taking a pan and a can".
- Chart: Student participates in making word family charts.
- Poetry: Student fills in missing rhyming word while a poem is read aloud.
- Literature: Student writes a rhyming book using pairs of words that rhyme.
- Singing: Class sings songs that include rhyming words.
- Bulletin Board: Post picture cards at the top of a bulletin board or chart paper. Students can search magazines to find and post pictures that rhyme with the target picture cards.
- Rhyming Headbands: Student chooses a rhyming picture card to glue to a headband. Student illustrates additional rhyming words to decorate his/her headband.
- Rhyming riddles: Students complete a riddle and include a rhyming word clue.

Example:

I live on the farm.

I have a curly tail.

My name rhymes with jig.

Make into a class riddle book.

- Movement: Pass the Ball: Student passes or catches a ball around the circle. Each time the ball is caught the student must say a rhyming word.

First Grade Skills



- Rhyming Charades: Student acts out a word that rhymes with a given word.
- Find a Rhyme: Pass out rhyming cards to all students. Each student finds his/her rhyming pair and sits down. Mix the cards and repeat.
- Remember and Rhyme: Sit in a circle. One student starts off with a simple, one syllable word such as shoe, nest, or hop. The next player says a word that rhymes with the first word. The next players repeat all the rhyming words and add another. Continues until no other rhyming words can be given. Accept nonsense words.

Supporting Research

"Performance on...phoneme manipulation tasks has yielded strong predictions of or correlations with reading achievement" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990, p. 71).



Skill Three – Write Letters

Notes and Suggestions

Before entering school, most children have learned to name most of the letters of the alphabet – or, at least most of the uppercase letter. The ability to name letters has been shown to be a predictor of reading achievement.

Teaching Ideas

- Trace letters in salt, sugar, sand, hair gel in a plastic bag, or on sandpaper.
- Make letters with clay.
- Paint letters on chalkboard with water – watch them disappear!
- Write letters on whiteboards, overhead, lapboards.
- Use a variety of writing utensils (chalk, markers, crayons, colored pencils, pens).
- Write letters by tracing laminated letters or following a handwriting model.
- Write the Room: Students carry a clipboard and write words from word wall, poetry chart, calendar, etc.
- Have mini-books available for students to make their own books.
- Write the letters of the alphabet, practice letters that are difficult.
- Make an alphabet book.
- Write daily for many different purposes, i.e. journal writing, interactive writing.
- Writer's Workshop, copying from a chart, assignments, putting name on papers, homework, etc.

Supporting Research

Listed as a kindergarten "accomplishment" in *Preventing Reading Difficulties in Young Children*: "Can write most letters and some words when they are dictated..." (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 80).

"Thus the speed with which they can name individual letters both strongly predicts success for pre-readers and is strongly related to reading achievement among beginning readers. ... A child who can recognize most letters with thorough confidence will have an easier time

First Grade Skills



learning about letter sounds and word spellings than a child who still has to work at remembering what is what" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print: A Summary*. Urbana-Champaign, IL: The Reading Research Center University of Illinois, 1990, p. 43).



Skill Four – Read a Sentence

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

First Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teachers sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the format of Readers' Theater.

First Grade Skills



- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates. Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Student practices reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing (see appendix).
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency word carry little meaning but do affect the flow and coherence of the text being read, such as words like the, from, but, because, that, and this" (Reutzel, D.R., and R.B. Cooter. *Teaching Children to Read: From Basals to Books*. New York, NY: Macmillan, 1992, p. 115).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountoudidis. *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

"Repeated reading is a powerful tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

First Grade Skills





Skill Five - Say the First Sound

Notes and Suggestions

Some students will need to be directly taught through motor stimulation to become aware of, and sensitive to, sound. Students should have an awareness of the mouth, tongue, lips, and air/wind when making sounds.

Phoneme awareness instruction should begin with simple activities and move toward more complex activities. The following skills are listed from easiest to hardest. Those skills assessed on the IRI are marked with an asterisk (*). If a student is having difficulty with the assessed phoneme skills, work with the student on the skills listed prior to the assessed skill. Phoneme instruction should go beyond what is assessed on the IRI.

Phoneme Skills

(See Sequence of Phonological Awareness Skills Chart [page 23] for more detailed information).

- Sound Discrimination
- Sound Imitation
- Isolation of Initial Sounds *(Match the First Sound and Say the First Sound.)
- Isolation of Final Sounds
- Isolation of Middle Sounds
- Sound Segmentation

Auditory Blending

Phoneme Segmentation

- Sound Manipulation

Deletion

Addition

Substitution

Transposition

Help students distinguish between sound (phoneme) and symbol (letter name). Students should identify both by yearend and begin to map the sounds onto the symbols (phonics).

Phoneme awareness skills require auditory/listening practice and the production of sound(s). Please do not confuse letter-naming activities

First Grade Skills



with phonemic awareness practice. Visual materials (pictures) can complement auditory instruction.

Use matching activities if a student has trouble isolating and saying the first sound.

Teaching Ideas

- Object/Picture Sort: Sort objects into beginning sound groups.
- Sound of the Hour, Day, Week: Tell which sounds of three words presented orally (two words begin the same, one word begins differently) are the same.
- Isolate and say the first sound of one orally spoken word.
- Question of the Day: Does your name start with /m/? Students place their name in the pocket chart under "yes" or "no".
- With students in a circle, pass around a telephone. Students say a word into the telephone that begins with the sound of the day. The telephone is passed around the circle with each child contributing a different word with the same beginning sound.
- Teach and create tongue twisters.
- Make the beginning sound of the share object. Think of another object that begins with the same sound.
- Make the first sound of the object taken from the box. Or collect items in a box or bag that begin with the same sound.
- Match name of classmate that begins with spoken sound. Example: Teacher makes sound /m/ student says "Mary."
- Say another word in categories: Animal, Plant, Toy, etc., which begins with a given sound. Example: Animal - teacher says "donkey," student responds with /d/ word "duck." Plant - teacher says "tomato," student responds with /t/ word "tulip." Toy - teacher says "block," student responds with /b/ word "ball."
- Initial Sound Bingo: Follow the rules for Bingo.
- Initial Sound Concentration: Follow the card game rules for Concentration.
- Picture Dominoes: Make dominoes using pictures glued to each end of craft sticks. Match dominoes with same beginning sound.
- Going on a Trip or picnic: Say an item that matches the spoken sound given to put in the suitcase or picnic basket. Example: Teacher says /c/ and students respond with "comb," "clothes," "cup."

First Grade Skills



- Stand up, sit down, thumbs up or down for matching beginning sounds heard orally.
- Make an initial sound collage. All pictures begin with the same sound.
- Make an initial sound necklace or headband. Students can illustrate pictures that begin with the same sound or use magazine pictures or pictures from old workbooks.
- Sing a familiar song such as Old McDonald and replace chorus with words that share same initial sound. Example: Teacher sings "...here a pig" and students add animals that begin with the /p/ sound "... here a parrot", "...here a penguin".
- Listen to an alliteration text.
- Create a class alliteration book.
- Use Clip Art or KidPix to create an initial sound book.

Teaching Ideas

"Certainly children without phonemic awareness will have difficulty benefiting from phonics instruction." (Juel C., *Learning to Read and Write in One Elementary School*. New York, NY: Springer-Verlag, 1994, p. 4).

"Research has shown that phonological awareness appears to play a causal role in reading acquisition...because phonological awareness is a foundational ability underlying the learning of spelling-sound correspondences." (Stanovich, K.E. "Romance and Reality." *Reading Teacher* (1993-94), p. 280-91).

First Grade Skills





Skill Six – Blend Sounds

Notes and Suggestions

Some students will need to be directly taught through motor stimulation to become aware of, and sensitive to, sound. Students should have an awareness of the mouth, tongue, lips, and air/wind when making sounds.

Phoneme awareness instruction should begin with simple activities and move toward more complex activities. The following skills are listed from easiest to hardest. Those skills assessed on the IRI are marked with an asterisk (*). If a student is having difficulty with the assessed phoneme skills, work with the student on the skills listed prior to the assessed skill. Phoneme instruction should go beyond what is assessed on the IRI.

Phoneme Skills

(See Sequence of Phonological Awareness Skills Chart [page 23] for more detailed information).

- Sound Discrimination
- Sound Imitation
- Isolation of Initial Sounds *(Match the First Sound and Say the First Sound.)
- Isolation of Final Sounds
- Isolation of Middle Sounds
- Sound Segmentation

*Auditory Blending**

Phoneme Segmentation

- Sound Manipulation

Deletion

Addition

Substitution

Transposition

Help students distinguish between sound (phoneme) and symbol (letter name). Students should identify both by yearend and begin to map the sounds onto the symbols (phonics).

Phoneme awareness skills require auditory/listening practice and the production of sound(s). Please do not confuse letter-naming activities

First Grade Skills

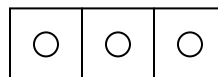


with phonemic awareness practice. Visual materials (pictures) can complement auditory instruction.

Use matching activities if a student has trouble isolating and saying the first sound.

Teaching Ideas

- Onset & Rime Game: Teacher says a word separated into the onset sound (before the vowel) and rime sound (remainder of word) i.e. /b/ - /ox/ for box. Student responds "box".
- Secret Word Game: Teachers makes sounds /s/ - /a/ - /t/. Student blends sounds to say "sat".
- Animal Game: Teacher makes sounds of an animal /c/ - /a/ - /t/. Student blends sounds to say "cat".
- Literature: Teacher reads a story and stops at the nouns and makes the sounds i.e. /c/ - /ar/ for car. Student says "car".
- Pop-Up People: Have three (or more depending on the number of sounds in the key word) volunteers sit in chairs at the front of the class. Tell each child his/her sound. Students pop up, one at a time, and say their sound. Class blends and guesses the word.
- Bubble Gum Stretch: Have students put their hands to their mouths, pretending to stretch bubble gum out in front of them. Saying the word slowly helps students to hear the individual sounds that make up the word.
- Talking Ghost: Say sounds of words slowly like a ghost would - ghhoosssttt, rrruuuuunnnnnn, etc.
- Slow-Down Box: Tape a 2 x 6 foot rectangle on the floor of the classroom. Each time someone steps in the box, they must say the next word very slowly. Demonstrate.
- Simon Says: Follow the regular rules for Simon Says except stretch out the one word of the directions. For example "Simon says, put your finger on your /n/ /o/ /z/. Simon says, rub your /ch/ /i/ /n/.
- Elkonin Boxes: Using Elkonin boxes, slide a marker into a square for each sound of the word.
Say the word.



f i t

First Grade Skills



Supporting Research

"Measures of schoolchildren's ability to attend to and manipulate phonemes strongly correlate with their reading success through the twelfth grade" (Calfee, R.C., Lindamood, P.E., & Lindamood, C.H. [1973] Acoustic-phonetic skills and reading: Kindergarten through 12th grade. *Journal of Educational Psychology*, pp. 64, 293-298).

"In other words, children must be made aware of phoneme; that is, they must come to know that words are made up of individual sounds (phonemes). In addition, beginning readers must also come to know that individual sounds combine to make up a word" (Kame'enui, Carnine, *Effective Teaching Strategies That Accommodate Diverse Learners*. 1998).

"Phonemic awareness is a subcategory of phonological awareness and is quite difficult to achieve. It refers to the ability to identify and reflect on the smallest units of sound within syllables: individual phonemes. Children can hear and use these phonemes easily at a tacit level - they can talk and understand when others talk to them. Bringing tacit subconscious awareness of individual phonemes to the surface to be examined consciously and explicitly is a critical goal of emergent literacy instruction. Conscious awareness is necessary to learn an alphabetic writing system" (Bear, Invernizzi, Templeton, and Johnston. *Words Their Way*, 2nd Edition, 2000).

First Grade Skills





Skill Seven – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

First Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teachers sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the format of Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates. Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Student practices reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing (see appendix).
- Music: Student hums to get the feel and intonation of the words
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

First Grade Skills



Supporting Research

Some of the First-grade accomplishments listed in *Preventing Reading Difficulties in Young Children*:

- Recognizes common, irregularly spelled words by sight (have, said, where, two).
- Has a reading vocabulary of 300 to 500 words, sight words and easily sounded out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level

(Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 81).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels."

National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups.

Washington, DC: National Institute of Child Health and Development.

"It is automatic, frequency-based pattern recognition that is responsible for the speed and reliability with which skillful readers process the spellings, sounds, and meanings of words and the spellings and sounds of pseudowords" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990, p. 211).

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76.

First Grade Skills





Skill Eight – Sound Out Words

Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words.

National Institute of Child Health & Human Development (NICHD)

Efficient decoding (automaticity*) requires:

rapid letter retrieval;
rapid sound retrieval; and
rapid meaning retrieval.

*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

AND

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;

First Grade Skills



- ✓ occur daily;
- ✓ be brief and fast paced;
- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading.
- Decodable Text: Student reads for practice.
- Word Hunt/Sort: Student hunts for or sorts words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. "Lunches" starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them

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to use environmental print, word walls, and everything they know about letter sounds.

Supporting Research

Listed as one of the First-Grade Accomplishments in *Preventing Reading Difficulties in Young Children*:

"Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., sit, zot), using print-sound mappings to sound out unknown words" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 81).

"The ability to decode and spell unfamiliar-in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Knowing the letter-sound relationships will result in children sounding out new words which will somehow enter the reading vocabulary and empower the child to read more difficult texts" (Clay, M.M. *Becoming Literate: The Construction of Inner Control*. Auckland, New Zealand: Heinemann, 1991, p. 289).

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Skill Nine – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

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- accuracy in decoding;
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Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed several times a week.

First Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
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First Grade Skills



Supporting Research

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- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.

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"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels."

National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups.

Washington, DC: National Institute of Child Health and Development.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

First Grade Skills



First Grade Skills



Skill Ten – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:

Describe – list descriptive words for a concept, character, or event in a story.

First Grade Skills



Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

First Grade Skills



- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions, and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

"Comprehension strategies can and should be taught using a direct explanation approach" (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information." Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157.

First Grade Skills





Skill Eleven – Sound Out Words

Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

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Please refer to the Decode and Spell Chart, Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;
- ✓ be brief and fast paced;

First Grade Skills



- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
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- ✓ engage student conversation about patterns of language;
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Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
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First Grade Skills



Supporting Research

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Second Grade Skills



Second Grade Skills Assessed

Fall

1. Read a story
2. Answer comprehension questions
3. Sound out words

Winter

4. Read a story
5. Answer comprehension questions
6. Sound out words

Spring

7. Read sight words
8. Read a story
9. Answer comprehension questions
10. Sound out words

Skill One – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

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- can be taught.

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- accuracy in decoding;
- automaticity in word recognition (rate);

Second Grade Skills



- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.

Second Grade Skills



- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
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- Music: Student hums to get the feel and intonation of the words
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or

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parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*: Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76.

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Skill Two – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:
Describe – list descriptive words for a concept, character or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

"Research also indicates what teachers need to do to produce strategic readers. They need to teach their students a number of cognitive strategies, as well as supply them with the metacognitive knowledge necessary to understand when and how to use these strategies." Honig, Bill; Diamond, Linda; Gutlohn, Linda. *Teaching Reading Sourcebook* CORE, 2000, p. 16.2.

"Comprehension strategies can and should be taught using a direct explanation approach" (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information." Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157.

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Skill Three – Sound Out Words

Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

Efficient decoding (automaticity*) requires:

- rapid letter retrieval;
- rapid sound retrieval; and
- rapid meaning retrieval.

*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

AND

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;

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- ✓ be brief and fast paced;
- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences and stories.

Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading,
- Decodable Text: Student reads for practice
- Word Hunt/Sort: Student hunts for or sorts words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. Lunches starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them

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to use environmental print, word walls, and everything they know about letter sounds.

Supporting Research

Listed as a second-grade accomplishments in *Preventing Reading Difficulties in Young Children*:

"Accurately decodes orthographically regular, one-syllable words and nonsense words" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 82).

"The ability to decode and spell unfamiliar in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Skilled readers can accurately and quickly pronounce infrequent, phonetically regular words. When presented with unfamiliar but phonetically regular words – *nit*, *kirn*, *miracidium* – good readers immediately and seemingly effortlessly assign them a pronunciation (Daneman, 1991). This happens so quickly that readers are often unaware that they have not seen the word before and that they had to 'figure it out.' This decoding that good readers do so quickly and effortlessly is usually accomplished by the reader's accessing some known spelling patterns or similar words" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, Harper Collins, NY 1996, p. 49).

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Skill Four – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.

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- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*: Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

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"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

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Skill Five – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:
Describe – list descriptive words for a concept, character or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading: Questioning – Clarifying – Summarizing – Predicting.
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions, and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans. "The Challenges of Classroom Strategy Instruction." *The Elementary School Journal* 89.3, 1989 p. 325).

Comprehension strategies can and should be taught using a direct explanation approach. (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information" (Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157).

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Skill Six – Sound Out Words

Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

Efficient decoding (automaticity*) requires:

- rapid letter retrieval;
- rapid sound retrieval; and
- rapid meaning retrieval.

*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

AND

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart, Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;
- ✓ be brief and fast paced;

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- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words.
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading,
- Decodable Text: Student reads for practice.
- Word Hunt/Sort: Student hunts for or sorts words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. 'Lunches' starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them to use environmental print, word walls and everything they know about letter sounds.

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Supporting Research

Listed as a second-grade accomplishment in *Preventing Reading Difficulties in Young Children*:

"Accurately decodes orthographically regular, one-syllable words and nonsense words" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 82).

"The ability to decode and spell unfamiliar in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Skilled readers can accurately and quickly pronounce infrequent, phonetically regular words. When presented with unfamiliar but phonetically regular words – *nit*, *kirn*, *miracidium* – good readers immediately and seemingly effortlessly assign them a pronunciation (Daneman, 1991). This happens so quickly that readers are often unaware that they have not seen the word before and that they had to 'figure it out.' This decoding that good readers do so quickly and effortlessly is usually accomplished by the reader's accessing some known spelling patterns or similar words" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, Harper Collins, NY 1996, p. 49).

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Skill Seven – Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters or noodles.

Write the words in salt, sugar, sand, or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence

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- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like, *the, from, but, because, that, and this.*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill, Linda Diamond, Linda Gutlohn. *Teaching Reading Sourcebook* CORE, 2000, p. 9.14.



Skill Eight – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.

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- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*: Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

Second Grade Skills



"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

Second Grade Skills



Skill Nine – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:
Describe – list descriptive words for a concept, character or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things or ideas in a story.

Sequence – record the chain of events in a story

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests.

(National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*.

Washington, DC: National Institute of Child Health and Development).

Comprehension strategies can and should be taught using a direct explanation approach. (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information." Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157.

Second Grade Skills





Skill Ten – Sound Out Words

Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

Efficient decoding (automaticity*) requires:

- rapid letter retrieval;
- rapid sound retrieval; and
- rapid meaning retrieval.

*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

AND

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart, Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;
- ✓ be brief and fast paced;

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- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words.
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading.
- Decodable Text: Student reads for practice.
- Word Hunt/Sort: Student hunts for, or sorts, words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. 'Lunches' starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them to use environmental print, word walls, and everything they know about letter sounds.

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Supporting Research

Listed as a second-grade accomplishment in *Preventing Reading Difficulties in Young Children*:

"Accurately decodes orthographically regular, one-syllable words and nonsense words." (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 82).

"The ability to decode and spell unfamiliar in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing." (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Skilled readers can accurately and quickly pronounce infrequent, phonetically regular words. When presented with unfamiliar but phonetically regular words – nit, kirn, miracidium – good readers immediately and seemingly effortlessly assign them a pronunciation (Daneman, 1991). This happens so quickly that readers are often unaware that they have not seen the word before and that they had to 'figure it out.' This decoding that good readers do so quickly and effortlessly is usually accomplished by the reader's accessing some known spelling patterns or similar words." (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, Harper Collins, NY 1996, p. 49).

Third Grade Skills



Third Grade Skills Assessed

Fall

1. Read sight words
2. Read a story
3. Answer comprehension questions

Winter

4. Read sight words
5. Read a story
6. Answer comprehension questions
7. Spelling

Spring

8. Read sight words
9. Read a passage
10. Answer comprehension questions
11. Spelling

Skill One – Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters, or noodles.

Write the words in salt, sugar, sand or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.

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- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence
 - ✓ Make up a story using all the words
 - ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this.*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly." (Fry, E.B., J.E. Kress, and D.L. Fountdidis.

Third Grade Skills



The Reading Teacher's Book of Lists. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill; Diamond, Linda; Gutlohn, Linda. *Teaching Reading Sourcebook CORE*, 2000, p. 9.14.

Third Grade Skills





Skill Two – Read a Story

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning); and
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency.

Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis. Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.

Third Grade Skills



- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel 2000. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for

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their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multi-syllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76.

Third Grade Skills



Skill Three – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:

Describe – list descriptive words for a concept, character or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things, or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.
Have students read (or read to them) the beginning of a story.
Ask a question.
When answered, have students determine the context for the answer:
In the Book –
“Right There,” “Think and Search”
In My Head –
“On my Own,” “Author and Me”
- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):**
Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines.
Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading.
Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans "The Challenges of Classroom Strategy Instruction" *The Elementary School Journal* 89.3, 1989 p. 325).

Comprehension strategies can and should be taught using a direct explanation approach (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

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Third Grade Skills





Skill Four – Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
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- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters or noodles.

Write the words in salt, sugar, sand, or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence

Third Grade Skills



- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
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- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
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Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

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Skill Five – Read a Story

Notes and Suggestions

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Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate); and
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency.

Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

Third Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.

Third Grade Skills



- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice to read a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

Third Grade Skills



"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

Third Grade Skills



Skill Six – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:

Describe – list descriptive words for a concept, character or event in a story.

Third Grade Skills



Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things or ideas in a story.

Sequence – record the chain of events in a story

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

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- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions, and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans. "The Challenges of Classroom Strategy Instruction." *The Elementary School Journal* 89.3, 1989 p. 325).

Comprehension strategies can and should be taught using a direct explanation approach. (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information" (Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157).

Third Grade Skills





Skill Seven - Spelling

Notes and Suggestions

"Writing is oral language on paper to convey meaning; spelling is part of writing and a partner to reading. They walk hand in hand down the road of literacy. Perhaps the mystery of spelling is that there has never been any mystery at all. It is a simple process of integration in the sensory system: phonemic awareness with symbol imagery" (Nanci Bell in *Seeing Stars* p. 160).

Spelling Instructional Sequence

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Explicit Practice with Phonemic Analysis
- Teaching Basic Sound-Symbol Correspondences
- Teaching Regular One-Syllable Patterns
- Early Introduction of Inflections (i.e. -ed)
- Conditional Word and Syllable Patterns (i.e. tall, glove, most)
- Homophones
- Syllable Patterns and Syllable Juncture (open and closed)
- Latin and Greek Morpheme Patterns
- About Ending Rules

Spelling Lesson Plan (Memorizing Words as Wholes)

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Look at the word;
- pronounce the word;
- say the letter names;
- recall how the word looks with the eyes closed;
- look back at the word and check;
- write the word;
- check and repeat if necessary.

Recommended Spelling List

- 70% patterns
- 30% high frequency

Third Grade Skills



Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, R. Sitton High-frequency spelling words (see appendix), and local curriculum guides for teaching sequence.

Teaching Ideas

- Phonics: Students practice spelling words with regular and conditional phonics patterns.
- Sight Words: Students practice spelling sight and high frequency words.
- Word Lists: Students spell words from oral dictation.
- Word Sorts: Open – Student creates categories and sorts words. Closed – Teacher chooses categories and student sorts words.
- Word Study Notebook: Student organizes words for use in writing, games, word sorts, etc.
- Encourage second language students to use what they know about their own language to learn English. For example:

English	Spanish
color	color
flower	flor
family	familia
class	clase
baby	bebé

- Read Rhyming books to children. Study the similar spelling patterns.
- Make flip-books that illustrate word families or spelling patterns.
- Consider modifying your spelling program to meet students' developmental spelling needs.

Supporting Research

"The ability to decode and spell unfamiliar-in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they learn to spell words they need in their writing." (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountoudidis. *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

Third Grade Skills



"Poor spellers do not visually recognize word spellings completely or quickly enough to use any but the simplest and most salient orthographic features in their identification. In contrast, good spellers visually recognize a complex set of regular and irregular spelling patterns and can link them to pronunciations effortlessly and accurately. Unfortunately, many poor spellers become poor readers in later grades because they do not have a complete enough representation of spelling patterns in their memory and thus cannot process individual letters of words with the ease necessary for fluent reading. If students cannot be persuaded to pay more attention to less familiar orthographic patterns, neither their reading nor their spelling will improve" (Adams, M.J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press, 1990, p. 394).

"Temporary or approximated spelling techniques (in which children approximate the spelling of the words they hear or want to write) are also very useful, especially in giving teachers constant information about how well a student is learning particular letter/sound correspondences or phonemic awareness...Subsequent activities based on that diagnosis can be used to improve learning and give students additional practice in connecting sounds to letters" (Honig, Bill. *Teaching Our Children to Read: The Role of Skills in a Comprehensive Reading Program*. Thousand Oaks, CA: Corwin Press, Inc., 1996, p. 63).

Third Grade Skills





Skill Eight – Read Sight Words

Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters or noodles.

Write the words in salt, sugar, sand or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
 - ✓ Match cards with the same beginning letter
 - ✓ Match cards with the same ending letter
 - ✓ Match cards with other cards that rhyme
 - ✓ Put cards in alphabetical order
 - ✓ Sort cards by number of syllables
 - ✓ Use the word in a sentence

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- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like *the, from, but, because, that, and this*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"All students must learn to recognize these words [sight words] instantly and to spell them correctly" (Fry, E.B., J.E. Kress, and D.L. Fountdidis. *The Reading Teacher's Book of Lists*. West Nyack, NY: The Center for Applied Research in Education, 1993, p. 23-29).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill; Diamond, Linda; Gutlohn, Linda. *Teaching Reading Sourcebook CORE*, 2000, p. 9.14.

Third Grade Skills



Skill Nine – Read a Passage

Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

Word Level = Reading Accuracy

Passage Level = Reading Fluency

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning); and
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate); and
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency.

Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

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Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.

Third Grade Skills



- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.
*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing. (See Appendix).
- Music: Student hums to get the feel and intonation of the words
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

Specific Strategies for Reading Expository Texts:

- Text Features: Teacher makes explicit expository text features and explains the relationship between text organization and information.
- Student uses knowledge of expository text features to enhance understanding. Features include:

Title	Table of Contents	Drawings	Maps
Photographs	Glossary	Index	Headings
Labels	Bold Print	Italics	Graphs
Lists	Diagrams	Bullets	
Captions	Key Words	Charts	
- Access prior knowledge
- Brainstorm
- Predict
- Question
- K-W-L
- Skimming
- Rereading
- Use context clues, pictures and graphics.
- Monitor reading rate – adjust rate for task and text.

Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency had the goal of helping students achieve an 85-word-per-minute criterion

Third Grade Skills



rate, before moving to the next passage. He describes the desirable stage of "automatic reading":

"At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

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"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).



Skill Ten – Answer Comprehension Questions

Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

Teaching Ideas

- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:
Describe – list descriptive words for a concept, character, or event in a story.

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Cause and Effect – list story events or character actions and what caused them.

Classify – categorize or classify events, things, or ideas in a story.

Sequence – record the chain of events in a story.

Compare and Contrast – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.
Have students read (or read to them) the beginning of a story.
Ask a question.
When answered, have students determine the context for the answer:
In the Book –
“Right There,” “Think and Search”
In My Head –
“On my Own,” “Author and Me”
- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.

Supporting Research

“When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests” (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

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Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans. "The Challenges of Classroom Strategy Instruction." *The Elementary School Journal* 89.3, 1989 p. 325).

"Comprehension strategies can and should be taught using a direct explanation approach" (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information" (Fountas, I.C., and G.S. Pinnell, *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157).

Third Grade Skills





Skill Eleven – Spelling

Notes and Suggestions

"Writing is oral language on paper to convey meaning; spelling is part of writing and a partner to reading. They walk hand in hand down the road of literacy. Perhaps the mystery of spelling is that there has never been any mystery at all. It is a simple process of integration in the sensory system: phonemic awareness with symbol imagery" (Nanci Bell in *Seeing Stars* p. 160)

Spelling Instructional Sequence

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Explicit Practice with Phonemic Analysis
- Teaching Basic Sound-Symbol Correspondences
- Teaching Regular One-Syllable Patterns
- Early Introduction of Inflections (i.e. -ed)
- Conditional Word and Syllable Patterns (i.e. tall, glove, most)
- Homophones
- Syllable Patterns and Syllable Juncture (open and closed)
- Latin and Greek Morpheme Patterns
- About Ending Rules

Spelling Lesson Plan (Memorizing Words as Wholes)

(Louisa C. Moats, *Spelling: Development Disability and Instruction*.)

- Look at the word;
- pronounce the word;
- say the letter names;
- recall how the word looks with the eyes closed;
- look back at the word and check;
- write the word;
- check and repeat if necessary.

Recommended Spelling List

- 70% patterns
- 30% high frequency

Third Grade Skills



Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, R. Sitton High-frequency spelling words (see appendix), and local curriculum guides for teaching sequence.

Teaching Ideas

- Phonics: Students practice spelling words with regular and conditional phonics patterns.
- Sight Words: Students practice spelling sight and high frequency words.
- Word Lists: Students spell words from oral dictation.
- Word Sorts: Open – Student creates categories and sorts words. Closed – Teacher chooses categories and student sorts words.
- Word Study Notebook: Student organizes words for use in writing, games, word sorts, etc.
- Encourage second language students to use what they know about their own language to learn English. For example:

English	Spanish
color	color
flower	flor
family	familia
class	clase
baby	bebé

- Read Rhyming books to children. Study the similar spelling patterns.
- Make flip-books that illustrate word families or spelling patterns.
- Consider modifying your spelling program to meet students' developmental spelling needs.

Supporting Research

"The ability to decode and spell unfamiliar-in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns to spell words they learn words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

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Third Grade Skills



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Appendix

GLOSSARY

Alphabetic Principal–the concept that letters and letter combinations are used to represent phonemes in orthography. See *phoneme*.

Automaticity–refers to the speed and accuracy of word recognition and spelling. Automaticity is the goal of word study instruction. Achieving automaticity in the mechanics reading and writing frees cognitive resources fro comprehension.

Closed Syllable–a closed syllable ends with or is closed by a consonant sound. In polysyllabic words, a closed syllable contains a short vowel sound that is closed by two consonants (*rabbit, racket*). See *open syllable*.

Choral Reading–oral reading done in unison with another person or persons.

Consonants–a phoneme (speech sound) that is not a vowel and that is formed by obstructing the flow of air with the teeth, lips, or tongue; also called a closed sound in some instructional programs; English has 25 consonant phonemes.

Closed Syllable–a written syllable containing a single vowel letter that ends in one or more consonants; the vowel sound is short.

Closed Sound–a consonant sound made by using the tongue, teeth, or lips to obstruct the air as it is pushed through the vocal cavity.

Decodable Text–text in which a high proportion of words (70 to 90%) comprise sound-symbol relationships that have already been taught; used to provide practice with specific decoding skill; a bridge between learning phonics and the application of phonics in independent reading of text.

Direct Instruction–instruction in which the teacher defines and teaches a concept, guides children through its application, and arranges for extended guided practice until mastery is achieved.

Dyslexia–an impairment of reading accuracy and fluency attributable to an underlying phonological deficit.

Encoding–producing written symbols for spoken language; also, spelling by sounding out.

GLOSSARY

Echo Reading–Oral reading in which the student echoes or imitates the reading of the teacher or buddy. Echo reading is used with very beginning readers as a form of support and as a default option when the text is too hard. Echo reading can also be used to model fluent reading.

Expository Text– text that reports factual information and the relationship among ideas.

Fluency–the ability to read expressively, meaningfully with appropriate phrasing, and with appropriate speed.

Frustration Level–a dysfunctional level of instruction where there is a mismatch between instruction and what an individual is able to grasp (below 90% accuracy). This mismatch precludes learning and often results in frustration.

Grapheme–a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (example: e, ei, igh, eigh).

High-Frequency Words–a small group of words that account for a large percentage of the words in print. Many high-frequency words are irregular, that, not readily decodable by sounding out (example: of, to, you, was, said).

Independent Level–that level of academic engagement in which an individual works independently, without need of instructional support (96-100% accuracy).
Independent- level behaviors demonstrate a high degree of accuracy, speed, ease and fluency.

Instructional Level–a level of academic engagement in which instruction is comfortably matched to what an individual is able to grasp (90-95% accuracy)

Morpheme–the smallest meaningful unit of language; it may be a word or part of a word; it may be one or more syllable, as in un-inter-rupt-able.

Multisyllabic–having more than one syllable.

Narrative–text that tells about sequences of events, usually with the structure of a fiction or nonfiction story; often contrasted with expository text that reports factual information and the relationship among ideas.

GLOSSARY

Onset-rime-the natural division of a syllable into two parts, the onset coming before the vowel and the rime including the vowel and what follows it (example: pl-an, shr-ill).

Phoneme-a speech sound that combines with others in a language system to make words; English has 40-44 phonemes.

Phonemic Awareness-the conscious awareness that words are made up of segments of our own speech sounds that are represented with letters in an alphabetic orthography.

Phonics-the systematic relationship between sounds and letters.

Phonological Awareness-an awareness of all levels of the speech sound system, including individual phonemes, syllables, rhyme, and onset-rime units; a more encompassing term than phoneme awareness.

Prosody-the natural rhythms of spoken language.

Repeated Reading-having a student read aloud a short, meaningful passage a number of times until a predetermined level of fluency is reached.

Syllable-the unit of pronunciation that is organized around a vowel; it may or may not have consonants before or after the vowel.

Sight Words-words recognized and pronounced immediately "at first sight". The term sometimes refers to high-frequency irregular words that are explicitly taught as a whole because they cannot be sounded out.

Vowel-a speech sound produced by the easy passage of air through a relatively open vocal tract. Vowels form the most central sound of a syllable. In English, the following letters represent vowel sounds: *a, e, i, ou, u*, and sometimes *y*.

Teaching the



ABC Circle Maps: Making Your Own Alphabet Code

Day 1 Brainstorm one letter a day. Write a lowercase letter in the middle of a circle map. Tell the kids the sound the letter stands for and ask them to think of words that have that sound. Draw pictures all around the map that start with that sound. Make them very colorful.

Day 2: Review yesterday's circle map. Chant "I can hear /m/ in monkey. I can hear /m/ in moon." Or... "Moon starts with /m/..." As a shared writing activity, add words to the pictures. Look at the map that your morning or afternoon class completed. Discuss the letter and the words they thought of. Repeat the day one activity for another letter. If you do a different letter each day with both classes, you'll be finished in 13 days.

Day 14: Go back through the 13 maps with your students, and together, pick pictures that will be good representations of each letter. This picture should be something that everyone will know. It should start with a single consonant, not a blend. Ensure the vowel words have the short sound. Assign each student to pick two pictures to draw on two sheets of white paper. You may need to guide the drawing so that the pictures are recognizable by all students. Make sure the drawings are large, colorful, and depict what they are supposed to.

Day 15: Look over all the drawings and select one for each letter of the alphabet. If you're good with technology, use a scanner to make a second set. Reduce the size and make additional sets for card games and linking charts.

Day 16: Mount both sets of alphabet pictures on tagboard or construction paper with the letters (uppercase and lowercase) underneath. Hang one set on your wall so kids can reference the letters when reading and writing. Save the other set to use for games and alphabet drills.

Remainder of the school year: Continue to use your alphabet cards to play alphabet recognition and blending games. Constantly refer to the wall alphabet when doing shared reading and writing. When students ask how to spell cow, say,

"Cow...what do you say at the beginning of cow? /k/ /k/ Isn't that the same as cup? (As you look at the cup picture on your alphabet.) After a while, they'll learn to use this alphabet code as an aid to their own reading and writing.

You can also work with your students to create movements to match each letter/picture. For Aa, alligator, students may decide to move their outstretched arms in a 'chomping' motion. This is a gross motor support to assist in making the letter/sound/picture connection.

A daily review of letter/sound/motion connection will help all children to learn the relationship.

Chant "A, alligator, /a/, /a/, /a/" while performing the motion.

Next year you'll have to begin again with your new students. Don't keep the same set from year to year. Students won't have ownership of the pictures and motions and won't learn them as quickly.

Marsha Morgan, Regional Teacher Trainer
Clark Co. School District, Las Vegas, NV

Fry's Phrases

Fry Instant Words are high-frequency words occurring in reading. By practicing reading the phrases containing these words, students can improve skills in both speed and accuracy. There are approximately 150 words on each page. An acceptable fluency level would be for the student to read each page (two columns) in one minute. An untimed pre-test should be given to make sure students can read the phrases correctly before emphasizing fluency.

Level One	
Group 1	Group 2
1. <u>the</u> little boy	1. <u>he</u> is it
2. <u>a</u> good boy	2. <u>I</u> can go
3. <u>is</u> about me	3. <u>they</u> are here
4. then <u>you</u> give	4. one by <u>one</u>
5. was <u>to</u> come	5. <u>good</u> and wet
6. old <u>and</u> new	6. came with <u>me</u>
7. what <u>we</u> know	7. <u>about</u> a dog
8. <u>that</u> old man	8. <u>had</u> a hat
9. <u>in</u> and out	9. <u>if</u> you come
10. <u>not</u> up here	10. <u>some</u> good candy
11. good <u>for</u> you	11. <u>up</u> and down
12. down <u>at</u> work	12. <u>her</u> green hat
13. <u>with</u> his cat	13. say and <u>do</u>
14. <u>it</u> was new	14. <u>when</u> they come
15. work <u>on</u> it	15. <u>so</u> I went
16. <u>can</u> come here	16. <u>my</u> little house
17. they <u>will</u> go	17. <u>very</u> good girl
18. <u>are</u> so long	18. <u>all</u> around
19. three <u>of</u> them	19. <u>would</u> you like
20. before <u>this</u> one	20. <u>any</u> good book
21. <u>your</u> little boy	21. have you <u>been</u>
22. <u>as</u> long as	22. we are <u>out</u>
23. <u>but</u> not me	23. here and <u>there</u>
24. <u>be</u> here again	24. <u>from</u> my mother
25. have <u>been</u> good	25. a nice <u>day</u>

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Level One	
Group 3	Group 4
1. to <u>go</u> home	1. <u>who</u> am I
2. <u>see</u> the dog	2. <u>an</u> old cat
3. <u>then</u> they went	3. in <u>their</u> car
4. look at <u>us</u>	4. <u>she</u> had some
5. yes and <u>no</u>	5. a <u>new</u> school
6. play with <u>him</u>	6. he <u>said</u> it
7. <u>by</u> the house	7. <u>did</u> not go
8. he <u>was</u> going	8. a good <u>boy</u>
9. <u>come</u> to me	9. <u>three</u> little dogs
10. <u>get</u> the cat	10. <u>up</u> and down
11. in <u>or</u> out	11. go to <u>work</u>
12. one, <u>two</u> , three	12. <u>put</u> it out
13. to the <u>man</u>	13. we <u>were</u> there
14. a <u>little</u> dog	14. <u>before</u> you go
15. he <u>has</u> it	15. <u>just</u> one day
16. sit by <u>them</u>	16. about this <u>long</u>
17. <u>how</u> do you	17. <u>here</u> it is
18. <u>like</u> the book	18. get the <u>other</u>
19. in <u>our</u> car	19. our <u>old</u> car
20. <u>what</u> do you	20. then <u>take</u> it
21. do you <u>know</u>	21. <u>cat</u> has been
22. <u>make</u> a book	22. <u>again</u> and again
23. <u>which</u> one is	23. would <u>give</u> him
24. this <u>much</u> is	24. day <u>after</u> day
25. about <u>his</u> frog	25. <u>many</u> of them

Fry's Phrases

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Level Two	
Group 5	Group 6
1. <u>saw</u> a cat	1. such a <u>big</u> box
2. at <u>home</u> again	2. <u>where</u> it was
3. as <u>soon</u> as	3. I <u>am</u> not
4. <u>stand</u> on the	4. a great <u>ball</u>
5. in the <u>box</u>	5. yesterday <u>morning</u>
6. <u>upon</u> a time	6. <u>live</u> in a
7. the <u>first</u> one	7. <u>four</u> of them
8. <u>came</u> up to	8. at <u>last</u> a
9. a tall <u>girl</u>	9. <u>color</u> the box
10. a big <u>house</u>	10. putting <u>away</u> her
11. <u>find</u> a rock	11. tall <u>red</u> hat
12. <u>because</u> it was	12. <u>friend</u> of the
13. <u>made</u> me mad	13. to look <u>pretty</u>
14. <u>could</u> I go	14. much to <u>eat</u>
15. in the <u>book</u>	15. <u>want</u> to say
16. <u>look</u> at that	16. one <u>year</u> old
17. is my <u>mother</u>	17. the <u>white</u> pine
18. <u>run</u> out of	18. <u>got</u> a cup
19. at <u>school</u> today	19. wanted to <u>play</u>
20. with the <u>people</u>	20. <u>found</u> his dog
21. all last <u>night</u>	21. that was <u>left</u>
22. <u>into</u> my room	22. <u>bring</u> her home
23. began to <u>say</u>	23. <u>men</u> were there
24. I <u>think</u> that	24. as you <u>wish</u>
25. on the <u>back</u>	25. red and <u>black</u>

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Level Two	
Group 7	Group 8
1. <u>may</u> come to	1. dog <u>ran</u> fast
2. he <u>let</u> us	2. <u>five</u> blue balls
3. was to <u>use</u>	3. <u>read</u> very well
4. <u>these</u> big chairs	4. <u>over</u> the hill
5. turn <u>right</u> at	5. <u>such</u> a treat
6. who were <u>present</u>	6. on the <u>way</u>
7. we should <u>leave</u>	7. eat <u>too</u> much
8. her left <u>hand</u>	8. <u>shall</u> sing for
9. <u>more</u> people can	9. my <u>own</u> bed
10. <u>why</u> not make	10. <u>most</u> of all
11. be done <u>better</u>	11. <u>sure</u> am happy
12. it was <u>under</u>	12. saw a <u>thing</u>
13. <u>while</u> the rain	13. <u>only</u> for fun
14. <u>should</u> we do	14. <u>near</u> the dog
15. <u>never</u> would come	15. older <u>than</u> me
16. two books <u>each</u>	16. in the <u>open</u>
17. was the <u>best</u>	17. <u>kind</u> and good
18. at <u>another</u> time	18. <u>must</u> go now
19. it would <u>seem</u>	19. <u>high</u> in the
20. the pretty <u>tree</u>	20. <u>far</u> and near
21. was her <u>name</u>	21. <u>both</u> of you
22. very <u>dear</u> to	22. <u>end</u> of the
23. the <u>tall</u> oak	23. would go <u>also</u>
24. <u>next</u> to the	24. <u>until</u> we see
25. <u>please</u> come to	25. <u>call</u> me so

Fry's Phrases

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Level Three	
Group 9	Group 10
1. go <u>ask</u> her	1. the black <u>hat</u>
2. a <u>small</u> tree	2. in his <u>ear</u>
3. a <u>yellow</u> box	3. <u>write</u> a letter
4. you may <u>show</u>	4. to <u>try</u> it
5. Mother <u>goes</u> home	5. as for <u>myself</u>
6. please <u>clean</u> this	6. can no <u>longer</u>
7. <u>buy</u> a present	7. <u>those</u> were clean
8. say <u>thank</u> you	8. <u>hold</u> on tight
9. they will <u>sleep</u>	9. <u>full</u> of water
10. open the <u>letter</u>	10. please <u>carry</u> it
11. <u>jump</u> the wall	11. <u>eight</u> little ducks
12. by my <u>self</u>	12. would you <u>sing</u>
13. go <u>fly</u> high	13. food was <u>warm</u>
14. please <u>don't</u> run	14. <u>sit</u> on the
15. a <u>fast</u> race	15. the black <u>dog</u>
16. a <u>cold</u> day	16. can you <u>ride</u>
17. must call <u>today</u>	17. <u>hot</u> and cold
18. <u>does</u> come back	18. <u>grow</u> the seed
19. a pretty <u>face</u>	19. do not <u>cut</u>
20. little <u>green</u> box	20. <u>seven</u> people came
21. for <u>everyone</u>	21. the pretty <u>woman</u>
22. I like <u>brown</u>	22. the <u>funny</u> monkey
23. your red <u>coat</u>	23. <u>yes</u> it is
24. <u>six</u> people ran	24. as he <u>ate</u>
25. <u>gave</u> a present	25. <u>stop</u> your car

Fry's Phrases

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Level Three	
Group 11	Group 12
1. <u>off</u> his ship	1. start the <u>fire</u>
2. his <u>sister</u> went	2. <u>ten</u> little boys
3. my <u>happy</u> mother	3. was an <u>order</u>
4. <u>once</u> I went	4. <u>part</u> was missing
5. he <u>didn't</u> go	5. the <u>early</u> bird
6. <u>set</u> the table	6. the <u>fat</u> cat
7. <u>round</u> and round	7. a <u>third</u> team
8. <u>dress</u> the baby	8. was the <u>same</u>
9. <u>fail</u> the test	9. were in <u>love</u>
10. <u>wash</u> the clothes	10. can you <u>hear</u>
11. car will <u>start</u>	11. <u>yesterday</u> he came
12. <u>always</u> ready to go	12. <u>eyes</u> are blue
13. <u>anything</u> to wear	13. <u>door</u> was open
14. <u>around</u> the yard	14. <u>clothes</u> are dry
15. <u>close</u> the door	15. <u>though</u> he went
16. the bedroom <u>wall</u>	16. at three <u>o'clock</u>
17. gave some <u>money</u>	17. <u>second</u> not last
18. <u>turn</u> the corner	18. <u>water</u> is warm
19. <u>might</u> be late	19. the little <u>town</u>
20. <u>hard</u> , long trail	20. <u>took</u> off his
21. go to <u>bed</u>	21. <u>pair</u> of mittens
22. <u>fine</u> black line	22. <u>now</u> getting dark
23. <u>along</u> the way	23. want to <u>keep</u>
24. <u>sat</u> on the chair	24. <u>head</u> and neck
25. I <u>hope</u> you	25. warm the <u>food</u>

R. Sitton (1995) High-Frequency Spelling Words
Numerical Listing

Grade One

- | | | | | |
|--------|---------|----------|----------|----------|
| 1. the | 7. is | 13. was | 19. they | 25. have |
| 2. of | 8. you | 14. on | 20. at | 26. or |
| 3. and | 9. that | 15. are | 21. be | 27. by |
| 4. a | 10. it | 16. as | 22. this | 28. one |
| 5. to | 11. he | 17. with | 23. from | 29. had |
| 6. in | 12. for | 18. his | 24. I | 30. not |

R. Sitton (1995) High-Frequency Spelling Words
Numerical Listing

Grade Two

31. but	50. up	69. time	88. use	107. new
32. what	51. out	70. could	89. may	108. write
33. all	52. them	71. no	90. water	109. our
34. were	53. then	72. make	91. long	110. me
35. when	54. she	73. than	92. little	111. man
36. we	55. many	74. first	93. very	112. too
37. there	56. some	75. been	94. after	113. any
38. can	57. so	76. its	95. words	114. day
39. an	58. these	77. who	96. called	115. same
40. your	59. would	78. now	97. just	116. right
41. which	60. other	79. people	98. where	117. look
42. their	61. into	80. my	99. most	118. think
43. said	62. has	81. made	100. know	119. also
44. if	63. more	82. over	101. get	120. around
45. do	64. her	83. did	102. through	121. another
46. will	65. two	84. down	103. back	122. came
47. each	66. like	85. only	104. much	123. come
48. about	67. him	86. way	105. go	124. work
49. how	68. see	87. find	106. good	125. three

R. Sitton (1995) High-Frequency Spelling Words
Numerical Listing

Grade Two (continued)

126. must

127. because

128. does

129. part

130. even

R. Sitton (1995) High-Frequency Spelling Words
Numerical Listing

Grade Three

131. place	150. smell	169. left	188. asked	207. animal
132. well	151. every	170. end	189. house	208. life
133. such	152. found	171. along	190. don't	209. enough
134. here	153. still	172. while	191. world	210. took
135. take	154. between	173. might	192. going	211. four
136. why	155. name	174. next	193. want	212. head
137. help	156. should	175. sound	194. school	213. above
138. put	157. home	176. below	195. important	214. kind
139. different	158. big	177. saw	196. until	215. began
140. away	159. give	178. something	197. form	216. almost
141. again	160. air	179. thought	198. food	217. live
142. off	161. line	180. both	199. keep	218. page
143. went	162. set	181. few	200. children	219. got
144. old	163. own	182. those	201. feet	220. earth
145. number	164. under	183. always	202. land	221. need
146. great	165. read	184. show	203. side	222. far
147. tell	166. last	185. large	204. without	223. hand
148. men	167. never	186. often	205. boy	224. high
149. say	168. us	187. together	206. once	225. year

R. Sitton (1995) High-Frequency Spelling Words
Numerical Listing

Grade Three (continued)

226. mother	234. study	242. hard	250. however	258. thing
227. light	235. second	243. near	251. sure	259. whole
228. country	236. soon	244. sentence	252. knew	260. hear
229. father	237. story	245. better	253. it's	261. example
230. let	238. since	246. best	254. try	262. heard
231. night	239. white	247. across	255. told	263. several
232. picture	240. ever	248. during	256. young	264. change
233. being	241. paper	249. today	257. sun	265. answer

Parent's Guide to the Idaho Reading Indicator

Dear Parent:

The Idaho Reading Initiative, enacted by the Idaho Legislature, is intended to ensure that all children master the skills they need to become successful readers.

To fully comply with state law, Kindergarten and primary-grade students are tested three times each year: fall, winter, and spring. A test administrator, chosen and trained by your school district, will test students individually using the 10-minute Idaho Reading Indicator (IRI). This pamphlet will help you understand which skills are important at each stage.

Teachers and principals will review your child's results and will notify you if your child is having difficulty with any of the reading skills.

For more information about the IRI, please talk to your child's teacher and principal, or contact us at the State Department of Education. You can call toll-free at 1-800-432-4601, or you can visit our website at www.sde.state.id.us/iri.

Good reading skills are essential to success in school, and we want to make sure every child can read well. Parents are important partners in this work, and you can help in two ways. First, you can practice the skills described in this pamphlet with your child. Second, you can take time to enjoy reading to, or with, your child every day.

Your interest sends a powerful message to your child: reading is important. Together, we can make sure our youngest readers have the advantage they need as they continue their studies.

Dr. Marilyn Howard
State Superintendent of Public Instruction

Parent's Guide to the Idaho Reading Indicator

What are KINDERGARTNERS Expected to Know?

FALL SKILLS

- ***Write your name***

What does this tell us about reading? It indicates that a student is familiar with some letters and how the letters work together to create words. Letters and words are important building blocks for reading. This is a reading readiness skill.

- ***Detect rhyme***

Sample question: Let's play a short word game. In this game, I want you to tell me if two words rhyme. Words that rhyme sound like each other at the end. Listen carefully to these words: "hat" "cat." Do these words rhyme?

Rhyming shows an awareness of sounds within words. This is an example of phonological awareness and is another reading readiness skill.

- ***Detect syllables***

Sample question: Let's play another word game. Listen carefully to the word I say and clap or tap each beat, or syllable, that you hear. Let's practice together.

How many beats, or syllables, do you hear in the word basket? (Two claps or taps).

How many beats, or syllables, do you hear in sun? (One clap or tap).

Breaking words into syllables is important for word recognition. Being able to tap or clap the number of syllables is a part of phonological awareness.

- ***Identify uppercase letters***

Sample question: I want you to name the letters of the alphabet shown below. (The letters will be out of order). Try to name each letter as quickly as you can.

Alphabet: An essential skill in reading is for the child to learn the names of letters and the sound(s) they represent. This is another reading readiness skill.

WINTER SKILLS

- ***Identify lowercase letters***

Alphabet: An essential skill in reading is for the child to learn the names of letters and the sound(s) they represent. Most children learn uppercase letters first and then lowercase letters.

Parent's Guide to the Idaho Reading Indicator

- ***Match the first sound***

Sample question: Words can have the same beginning sounds or different beginning sounds. Listen for words that begin the same. Ball and bag begin the same. Ball and dog do not begin the same. Listen to the first sound in soap. Which of these words begins with the same sound as soap? "Seal" "hat" "moon."

The ability to identify matching first sounds indicates that a child is beginning to understand the unique sounds associated with each letter. This demonstrates the beginning development of phoneme awareness.

- ***Generate rhyme***

Sample question: I will say rhyming words and then ask you to tell me another word that rhymes with my word. Words that rhyme sound like each other at the end. Listen carefully: "hat," "cat." Can you tell me another word that rhymes with hat, cat?

The ability to create and say a rhyme demonstrates the development of phonological awareness. This awareness of letters and the sounds they produce will help the child read word families, such as top, shop and chop, quickly and easily.

SPRING SKILLS

- ***Say letters***

Students will be asked to identify out-of-order upper- and lowercase letters within a minute.

Students must now quickly identify letters. This is an early fluency skill.

- ***Produce rhyme***

Sample question: Let's play a short word game. We are going to make some words that rhyme. Words that rhyme sound like each other at the end. I will give you a word and you say a word that rhymes with it. "Snake." What rhymes with snake?

- ***Say the first sound***

Sample question: I am going to say a word and show you a picture of the word. Listen carefully and tell me the first sound that you hear in the word.

What is the first sound in fish?

What is the first sound in zipper?

The ability to isolate and say the first sound in a word demonstrates the development of phoneme awareness. When children read, they notice the first letter of a word and use it to begin sounding out the word. Being able to take apart

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and put back together sounds in words is important for accuracy in both reading and spelling.

- *Identify a letter, a word, and a sentence.*

Students will be asked to identify which boxes contain a letter, a word, and a sentence. They also will be asked to count the number of words in a sentence.

Reading depends on knowing that letters grouped together form words. Words grouped together form sentences. These concepts of print are reading readiness skills.

- *Read word list*

Sample question: Please read this word out loud to me: "Mom."

As students learn to read, they will begin to recognize common words by sight.

Sight word knowledge impacts the ability to read quickly.

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What are FIRST-GRADERS Expected to Know?

FALL SKILLS

- ***Identify words***

Sample question: I will show you a sentence and ask you a question about it.

"The sky is blue." How many words are in the sentence?

- ***Produce rhyme***

Sample question: Let's play a short word game. We are going to make some words that rhyme. Words that rhyme sound like each other at the end. I will give you a word and you say a word that rhymes with it.

"Snake." What rhymes with snake?

- ***Write letters***

Sample question: Students are asked to write 13 individual alphabet letters as read by the test administrator.

What does this tell us about reading? Successful readers know how their writing system works. This requires a student to remember letters of the alphabet and to write them.

- ***Read a sentence***

Students will be asked to read a short sentence of one-syllable words.

- ***Say the first sound***

Sample question: I am going to say a word and show you a picture of the word.

Listen carefully and tell me the first sound that you hear in the word.

What is the first sound in fish?

What is the first sound in zipper?

WINTER SKILLS

- ***Blend sounds***

Sample question: Sounds can be put together to make words. Listen, /t/ /o/ and /p/ make the word "top." Now, you put the sounds together to make a word. What word do the sounds /f/ /i/ /sh/ make?

Successful readers know that sounds are blended together in sequence to make words.

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- ***Read a story***

By the middle of first grade, students should know many common words by sight, sound-out grade-level words, and read at a steady pace.

- ***Sound out words***

Sample question: Try to read this word. It is not a real word. Look at the word and tell me how it sounds: "ab"

Good readers can come close to pronouncing words never before seen or heard if the word follows a regular English spelling pattern. Being able to use phonics is an important skill for reading and spelling.

SPRING SKILLS

- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

- ***Sound out words***

Sample question: Please read these made-up words. They are not real words. Look at each word and tell how it sounds: "ab" "reb"

What does this tell us about reading? Students should be able to use their knowledge of how letters sound to decode or sound out words they do not know. This skill is often called phonics, and it is also an important skill in spelling.

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What are SECOND-GRADERS Expected to Know?

FALL SKILLS

- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

- ***Sound out words***

Sample question: Please read these made-up words. They are not real words. Look at the word and tell me how it sounds: "ub" "kam"

WINTER SKILLS

- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

- ***Sound out words***

Sample question: Please read these made-up words. They are not real words. Look at the word and tell me how it sounds: "ib" "pef"

SPRING SKILLS

- ***Read sight words***

What does this tell us about reading? Students should recognize many words by sight without having to sound them out. Efficient word recognition results from phonological awareness and from reading practice.

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- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

- ***Sound out words***

Sample question: Please read these made-up words. They are not real words. Look at each word and say it the way you think it sounds. Let's practice with these words: "ib" "pef"

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What are THIRD-GRADERS Expected to Know?

FALL SKILLS

- ***Read sight words***

What does this tell us about reading? Students should recognize many words by sight without having to sound them out. Efficient word recognition results from phonological awareness and from reading practice.

- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

WINTER SKILLS

- ***Read sight words***

What does this tell us about reading? Students should recognize many words by sight without having to sound them out. Efficient word recognition results from phonological awareness and from reading practice.

- ***Read a story***

To measure reading accuracy and fluency, students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the short story they just read.

Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.

- ***Spelling***

What does spelling tell us about reading? Spelling indicates that the student can hear a word and successfully translate the sound sequence into the appropriate letter sequence. It also demonstrates visual memory of familiar words.

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SPRING SKILLS

- ***Read sight words***

What does this tell us about reading? Students should recognize many words by sight without having to sound them out. Efficient word recognition results from phonological awareness and from reading practice.

- ***Read a passage (nonfiction)***

Students will read informational text to measure reading accuracy and fluency. Students will be timed on how many words they can read aloud correctly in a minute.

- ***Answer comprehension questions***

Students will be asked questions about the informational text they just read. *Questions about the content of reading passages help to determine whether students understand the meaning of the words and the story.*

- ***Spelling***

What does spelling tell us about reading? Spelling indicates that the student can hear a word and successfully translate the sound sequence into the appropriate letter sequence. It also demonstrates visual memory of familiar words.

Reading Program Evaluation

How Will I Know a Good Reading Program When I See One?

Dr. Phyllis Hunter, Texas Education Center

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The reading knowledge of all kindergarten students is assessed with a screening test to be administered no later than mid-year.
<input type="checkbox"/>	<input type="checkbox"/>	Reading instruction and practice lasts ninety minutes or more every day in first, second and third grade, and sixty minutes or more in kindergarten.
<input type="checkbox"/>	<input type="checkbox"/>	All students in first, second, and third grades who are behind in reading receive structured instruction and practice for at least sixty minutes within each school day, <u>in addition</u> to the ninety minutes a day provided for regular reading instruction.
<input type="checkbox"/>	<input type="checkbox"/>	Additionally, before or after school sessions are provided for all second and third grade students who need more help. Basic reading instruction and practice is repeated, as necessary. Summer school instruction is also available for students who are behind at the year's end.
<input type="checkbox"/>	<input type="checkbox"/>	Reading instruction and practice include the following elements: <ul style="list-style-type: none">a. dividing spoken words into individual sounds;b. blending individual sounds into spoken words;c. learning names and sounds of letters;d. reading new words (decoding) by blending letter sound together; ande. practicing with words, sentences, and stories that are selected to represent ongoing sound and letter instruction.
<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary building is included in instruction at each grade level. First, second, and third grade reading instruction includes daily spelling practice and spelling tests (at least weekly).
<input type="checkbox"/>	<input type="checkbox"/>	The connection between reading and writing is emphasized on a daily basis. Writing activities are completed regularly and are corrected and returned to the students. By the end of second grade, students resubmit corrected papers. Corrected papers are sent home on a regular basis.
<input type="checkbox"/>	<input type="checkbox"/>	All students are read to each day from outstanding fiction and non-fiction books, and discuss these books with each other and their teachers.
<input type="checkbox"/>	<input type="checkbox"/>	All students have a chance to read both silently and aloud in school each day and at home each evening.
<input type="checkbox"/>	<input type="checkbox"/>	Every classroom has a library of books with a range of difficulty from books children can read easily to those that are challenging.

Reading Program Evaluation

How Will I Know a Good Reading Program When I See One?

Dr. Phyllis Hunter, Texas Education Center

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The school library has many books that children want to read. Students have access to the school library during summer vacations.
<input type="checkbox"/>	<input type="checkbox"/>	Students maintain a record of books they read in class and at home. School-wide rewards and special recognition are given to students to encourage them to read a lot of books.
<input type="checkbox"/>	<input type="checkbox"/>	Weekly reading achievement records for each student are maintained in each classroom and summarized and sent home every 3 weeks.
<input type="checkbox"/>	<input type="checkbox"/>	At the end of each school year, a standardized measurement of reading achievement of every student (K through 3) is completed, results are sent home to parents with a report of the student's grade level achievement. When required, a remediation plan is attached.
<input type="checkbox"/>	<input type="checkbox"/>	Totals

Reading Program Evaluation Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

Date:	Grade level:
Name: [optional]	
Other information:	

This self-assessment contains the findings on effective classroom reading instruction found in the National Research Council's 1998 report, *Preventing Reading Difficulties in Young Children*, and the National Research Council's 1999 guide for parents and teachers, *Starting Out Right*.

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Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

DIRECTIONS: For each question circle the number that reflects your level of implementation of this concept.

- 0 = This concept is new to me.
- 1 = I am aware of this finding but do not use it in my teaching.
- 2 = I have thought about trying this in my teaching.
- 3 = I have tried this once or twice in my teaching.
- 4 = I use this information regularly in my teaching.
- 5 = I use this information very comfortably in my teaching, have refined my practice of it, and have helped others to use this concept.

READING	
1. Children's word recognition skills are regularly assessed in order to provide timely intervention when difficulty or delay is apparent.	0 1 2 3 4 5
2. Children's reading fluency is regularly assessed in order to provide timely intervention when difficulty or delay is apparent.	0 1 2 3 4 5
3. Children's comprehension strategies are regularly assessed in order to provide timely intervention when difficulty or delay is apparent.	0 1 2 3 4 5
4. Explicit instruction is provided for comprehension strategies, such as summarizing the main idea, predicting future events in text, drawing inferences, and monitoring for understanding.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

5. Children are made aware of the purposes and conventions of reading.	0 1 2 3 4 5
6. Explicit instruction and practice with sound structures are provided.	0 1 2 3 4 5
7. Word identification through sound-spelling correspondence is taught explicitly.	0 1 2 3 4 5
8. Instruction on recognizing sight words and high-frequency words is provided.	0 1 2 3 4 5
9. On a daily basis children independently read texts of interest to them that are below their frustrational reading level, in order to develop their capacity for independent reading and their reading fluency.	0 1 2 3 4 5
10. On a daily basis children are assisted in reading and rereading texts with challenging wording, linguistic or conceptual structure in order to advance their reading abilities.	0 1 2 3 4 5
11. Out of school reading is promoted through at-home assignments, parent involvement, summer lists or programs, and working with other groups, i.e. libraries, volunteer tutoring organizations.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

12. Instruction for independent readers [usually second grade and above] encourages children to sound out and confirm the identity of visually unfamiliar but known words using letter-sound relationships. Context and picture clues can be used to monitor recognition.	0 1 2 3 4 5
13. Reading aloud includes vocabulary instruction to promote children's increased vocabulary comprehension.	0 1 2 3 4 5
14. Children have opportunities for focused individualized instruction when difficulties are apparent.	0 1 2 3 4 5
15. LEP students are taught to read in their native language first, when resources are available.	0 1 2 3 4 5

WRITING	
1. Children write every day.	0 1 2 3 4 5
2. As soon as young children can write letters they are encouraged to use them to write the beginnings and parts of words. As soon as they can write some words they are encouraged to write sentences.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

3. Inventive spelling can be helpful to develop understanding of phoneme identification and segmentation, and sound-spelling relationships.	0 1 2 3 4 5
4. Children are made aware of the purposes and conventions of writing.	0 1 2 3 4 5
5. Explicit instruction and practice in sound-spelling correspondence is provided.	0 1 2 3 4 5
6. Instruction and practice with common spelling conventions is provided.	0 1 2 3 4 5
7. Primary children are expected to write previously studied words correctly in their final writing products.	0 1 2 3 4 5

LISTENING AND SPEAKING	
1. Explicit instruction in phonemic awareness, using the sounds of language, is provided. Phonemic awareness activities focus on taking apart sounds in words, putting sounds together, and rhyming.	0 1 2 3 4 5
2. Class discussions are used to increase children's knowledge of concepts.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

3. Reading aloud is used to stimulate verbal interaction and to stimulate talk about books.	0 1 2 3 4 5
4. Class discussions and reading aloud are used to increase children's knowledge of vocabulary and linguistic structures.	0 1 2 3 4 5
5. Children's listening and speaking skills are assessed regularly in order to provide timely and effective interventions when children have difficulty with age appropriate language skills.	0 1 2 3 4 5
6. Oral proficiency in English is an instructional priority for limited English proficient students.	0 1 2 3 4 5

CLASSROOM ORGANIZATION	
1. There is a year long plan for reading instruction.	0 1 2 3 4 5
2. Lesson plans are adapted to meet children's individual needs based on ongoing assessment of individual children.	0 1 2 3 4 5
3. Instruction supports children's motivation to learn to read and to read.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

4. Opportunities for the repetition and practice of new skills are provided.	0 1 2 3 4 5
5. Classroom has books to meet all children's independent and instructional reading levels.	0 1 2 3 4 5
6. Classroom books are of high quality and engage children's interests.	0 1 2 3 4 5
7. Books are accessible to children in class and at home.	0 1 2 3 4 5
8. Instructional activities are interesting to children and feature variety.	0 1 2 3 4 5
9. Teacher knows instructional standards children will be expected to meet in following grades.	0 1 2 3 4 5
10. Teacher knows what instructional approaches and content were used in children's previous school experiences.	0 1 2 3 4 5
11. Children are assessed for hearing, speech, and vision problems to permit timely and effective intervention when needed.	0 1 2 3 4 5
12. Supplementary reading services are provided for children who need them in first grade.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

13. Supplementary reading programs are well integrated with classroom instruction and are in addition to, not in place of, classroom reading instruction.	0 1 2 3 4 5
14. Children at risk for reading difficulties are in instructional groups with smaller student-teacher ratios.	0 1 2 3 4 5
15. The quality and quantity of materials for children at risk for reading difficulties are adequate for instruction.	0 1 2 3 4 5
16. Volunteer tutors are used to help children practice fluency and provide motivation, but do not provide primary or remedial instruction.	0 1 2 3 4 5

PROFESSIONAL DEVELOPMENT	
1. Teacher knows about language development and its relation to literacy.	0 1 2 3 4 5
2. Teacher knows about the relationship between early literacy and conventional reading.	0 1 2 3 4 5
3. Teacher knows about: a) English speech sound system b) English spelling and its relationship to sound and meaning c) grammatical structure	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

4. Teacher knows about comprehension and its dependence on other reading and language skills.	0 1 2 3 4 5
5. Teacher knows about phonological awareness – knowing that oral language has structure that is separate from meaning; attending to the structure within words of oral language, e.g., "beg" has one syllable and three phonemes, "egg" has one syllable and two phonemes. [<i>Starting Out Right</i>]	0 1 2 3 4 5
6. Teacher knows about phonemic awareness – the type of phonological awareness that involves the smallest units of oral language, phonemes. [<i>Starting Out Right</i>]	0 1 2 3 4 5
7. Teacher knows about the development of writing in children.	0 1 2 3 4 5
8. Teacher knows procedures for ongoing, in-class assessment of children's reading abilities.	0 1 2 3 4 5
9. Teacher knows how to interpret norm-referenced and individually referenced assessment measures and modify instruction based on assessment information.	0 1 2 3 4 5
10. Teacher knows the design and features of a good reading curriculum.	0 1 2 3 4 5

Reading Program Evaluation

Self-Assessment of Classroom Reading Instruction

Based on The National Research Council's Report: *Preventing Reading Difficulties in Young Children*

11. Teacher knows how to maintain and promote positive attitudes towards reading.	0 1 2 3 4 5
12. Teacher knows about the needs of diverse learners, such as children with disabilities, limited English proficient children, and children with English-language dialect differences.	0 1 2 3 4 5
13. Teachers who work with limited English proficient children understand the second language acquisition process, know how to teach children to read in a first and second language, and understand the curricular and cultural needs of these students.	0 1 2 3 4 5
14. Reading specialists, speech and language therapists, ESL teachers, and special education teachers give guidance to classroom teachers when needed.	0 1 2 3 4 5
15. Teacher participates in ongoing professional development through course work, workshops, study teams, or reflective practices.	0 1 2 3 4 5

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PROFESSIONAL RESOURCES

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TEACHING RESOURCES

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Zoo-phonics. Wiz Kids LLC, 4737 County Rd 101, #108, Minnetonka, Minnesota
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